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Union fury over Sir Keith's 'monstrous' redundancy plan

by Richard Garner

A call by Sir Keith Joseph, the Education Secretary, for teachers to be made compulsorily redundant coupled with a plea to local authorities to rid the profession of ineffective teachers, has provoked a hostile response from union leaders.

In his speech to the North of England conference in Leeds on Wednesday afternoon, Sir Keith said: "Whatever the difficulties, and I know they are great, we shall be failing in our duty to the children and their parents on the one hand, and to the taxpayers and ratepayers on the other, if we keep ineffective teachers in the schools or employ more teachers than we can afford.

"We must face the facts that despite the high quality of many of our teachers some lack the ability to inspire a good response from their pupils and that within the schools the match between the curriculum and teachers' qualifications is not always as close as it should be."

Mr Fred Smithies, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said: "It would be monstrous to use compulsory redundancies as a way of getting rid of inefficient teachers and it would be equally monstrous in 1982 to use different standards of judgement on what constitutes competence than those which were accepted throughout the seventies."

Both he and Mr Fred Jarvis, the general secretary of the National Union of Teachers, said they felt that teachers' competence should be improved through more in-service training.

Mr Jarvis added: "Our position is quite clear. The union is opposed to compulsory redundancies and we certainly don't accept the view of the government that we're employing all the teachers we should be. The staffing position in schools is critical.

"We would contest that inefficient teachers are there on the scale that Sir Keith has in mind. It is very unfortunate that he has tried to tie up the two issues and suggest to the public there are a lot of weak teachers being unnecessarily employed."

Mr David Hart, general secretary of the National Association of Head Teachers, added: "The use of compulsory redundancies to get rid of incompetent teachers could land local authorities in industrial tribunals."

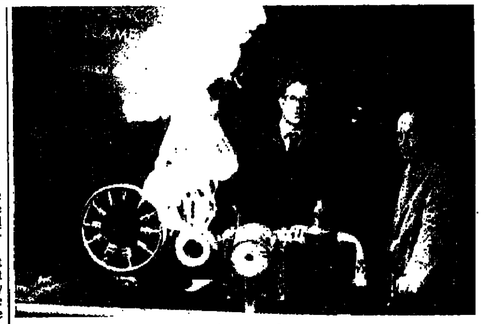
He accused Sir Keith of "sidetracking" the issue of how to deal with inefficient teachers, a problem which was already being tackled by head teachers, senior staff and local education authorities.

"The use of the compulsory redundancy procedure would be totally inappropriate," he said. "You can't duck the issue that way."

During his speech Sir Keith stressed he wanted to give Britain "a more effective education". He added: "The plain fact is that there are some teaching posts and some teachers that cannot be retained."

In another passage, he added that "there will have to be . . . some compulsory redundancies among teachers too young for early retirement if the curriculum is to be protected and taught by suitably skilled and effective teachers."

Full report page 7



Explosive lecture

Flames shoot towards the ceiling during a British Gas demonstration of 'The Science of Flame' given to the ASE conference at the University of Kent, Canterbury. See page 6

Heads fight to retain smacking

by Hilary Wilce

Heads are seeking to keep smacking as a punishment in primary schools, even when local authorities ban corporal punishment.

Last autumn the National Association of Head Teachers persuaded Labour-controlled Tameside Council to water down its abolition of corporal punishment by still allowing primary teachers to administer a slap in the classroom.

Now it is talking to Lancashire and Derbyshire about similar compromises, and talks are due to start with Avon shortly.

The discussions come at a time when more and more local authorities are barring the cane from schools. Almost a third of all l.e.a.s have either banned corporal punishment, or are seriously considering doing so. (A report on the state of corporal punishment is on page 5).

The smacking compromise is only being sought for primary schools. "In secondary schools there is no grey area. You either have corporal punishment, properly supervised and administered, or you don't," Mr David Hart, general secretary of the NAHT, said. If the cane is banned, it is vital that full negotiations should take place about additional resources and alternative sanctions.

The NAHT has declared itself in dispute with Derbyshire, for failing to implement a working party's recommendations that additional staff be employed to lower class sizes and improve counselling services following a ban on corporal punishment.

Strike looms over move to axe jobs

Teachers may take strike action over a Labour-controlled education authority's plans to axe 150 teachers' jobs. In five other authorities, teachers began the new term by refusing to cover for absent colleagues as a protest over cuts in jobs and action may follow in a sixth later this month.

More than 300 members of the 1,000 strong Barking and Dagenham association of the National Union of Teachers voted unanimously in favour of a ballot on strike action following the London borough's threat to cut its teaching force by more than 10 per cent. The result will be known next month.

The authority has said that 84 secondary school jobs and 66 primary school jobs must go next year. Also, redundancy notices will be sent out to 23 primary school teachers next month – but the authority says all those who will receive them have volunteered to go.

Members of the NUT in Barking and Dagenham are already refusing to cover for absent colleagues – as they are in Kent, Bexley, Ealing and Essex (all Conservative-controlled authorities). Next Monday, NUT members will start action in Hertfordshire – where the National Association of Schoolmasters/Union of Women Teachers is already staging the same form of protest because cuts have worsened the pupil/teacher ratio.

In Barking, redundancy notices will be sent out next month to 23 primary school teachers nine nursery assistants, three full-time lecturers at Barking College of Technology, one music adviser and one general inspector of schools.

Meanwhile, in Bromley, where four teachers were among the first in the country to be made compulsorily redundant last week (see *TES*, January 1), the Assistant Master's and Mistresses' Association wrote this week to the education authority demanding an urgent meeting.

AMMA, which represents two of the four teachers, is seeking counsel's opinion over whether to take the two cases to an industrial tribunal. Meanwhile, one of the four teachers has found a temporary teaching post in neighbouring Kent and another has been offered an administrative post.

DES takes a new look at loans

The introduction of student loans is under consideration again within the DES.

Mr David Young, Sir Keith Joseph's political adviser, is said to be a strong supporter of the idea. He believes that a system could be operated through the major clearing banks, thus saving the Government money and administrative work. This option is being investigated through informal discussions with the banks.

As with vouchers, Sir Keith is said to be intellectually attracted to loans, but he wants to examine all the problems before committing himself.

Loans were examined when Mr Mark Carlisle was Education Secretary, but he rejected them a year ago on grounds of initial cost. Under the scheme then favoured, the DES would have paid a flat-rate grant and topped it up through loans, repayable once the graduates salary had risen above a certain level.

Under Mr Young's plan the banks and not the DES would make the loans. The Government would, however, have to guarantee them, and it is not clear whether those guarantees would count as public expenditure or not.

Biddy Passmore

Governor urged to resign

A teacher dismissed from his post for hitting his headmaster has been re-appointed a school governor.

Conservative opposition members of Avon county council have called on the man, Mr Michael Primarolo, to resign from his position as a governor of Victoria Park junior and infant schools in Bristol – a job he has held for five years.

Mr Primarolo was dismissed in April as head of humanities at Hartcliffe comprehensive school in Bristol after hitting the headmaster, Mr John Simpson, in an argument over school end-of-term reports.

Call for BEd overhaul

Three-year BEd courses of initial teacher training should be phased out as soon as possible and replaced by a four-year honours course, a working party on the future of the BEd degree has concluded.

But there should be no change in the title and the usual pattern of a BEd course, in which academic and professional studies run concurrently, should be retained as an important route to the teaching profession.

The working party, set up by the Council for National Academic Awards, the validating body for degrees outside universities, and chaired by Mr Derek Birch, rector of Ulster Polytechnic,

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How to lose the cane and find a policy

It is an interesting commentary on the way educational policy is made in this country that caning really seems to be on the way out at last from British schools. And action on this most controversial of all educational issues (if we are to take *The TES* correspondence as any guide) is coming about not as the result of any central decision, nor of prolonged national consultations with such interested parties as the teacher unions and the local authorities, but for a variety of reasons which provide a rare and welcome vindication for the diversity of the British approach.

Fortunately, banning beating is not a reform which depends on money, though it is true that a constructive introduction of the policy may be accompanied by resources to set up alternative methods – such as special units – to deal with hard cases among the classroom criminals.

But the *TES* round-up on page 5, which shows that one-third of local education authorities are now on the way to banning corporal punishment, if they have not already done so, suggests several reasons for the fairly rapid change of heart.

Whatever the long-term changes in the social climate, the real trend has emerged so recently that the most immediate impetus has to be seen as political, tied in particular to the swing to the Left in last May's local elections, when many of the new Labour leaders committed themselves to abolition. Backing this up, we have had firm policy commitments to ban corporal punishment from Neil Kinnock, shadow Opposition spokesman on education, as well as from the Liberal Party and three-quarters of the SDP's Gang of Four. For all of them, a commitment without too many demands on the pursestrings, or too much doctrinal in-fighting, must be welcome.

Increasingly, too, the word has begun to spread through our teaching profession that it is almost alone in Europe in requiring this prop to its powers of discipline, and that, internationally, it is only in the English-speaking countries that the cane is still boss. In particular, the Strasbourg hearings in the Court of Human Rights have led to significant changes of attitude in Scotland, traditionally home of the tawse-happy teacher.

This realisation that other countries can manage without the cane should be reinforced by experience in ILEA, one of the first l.e.a.s to outlaw its use in secondary schools, where the number of assaults on teachers has been found to have dropped by more than half, and in Scotland, where discipline in schools which have banned the belt has not been affected.

It would be churlish to suggest that this growing trend towards abolition has had nothing to do with the vigorous campaigning of the Society of Teachers Opposed to Physical Punishment, which has sometimes seemed even to well-wishers to be counter-productive in its repetition and gruesome detail. But STOPP has also disseminated plenty of research and international comparisons for which it deserves full credit, and has never ceased to proselytise.

It remains intriguing that, at a time when the popular demand has been swinging towards a call for more discipline in schools, the trend is also against securing it through physical punishment. Perhaps it is simply a reform whose time has come, though the recent report from an historian to the British Psychological Society, on diaries showing that parents have usually been against beating their own children, whatever they said in public, suggests that it may have taken 400 years to do so.

Still, when Shirley Williams was Secretary of State, she got nowhere when she tried to conduct negotiations with teacher leaders on phasing out the cane. Now it seems to be happening through a series of local initiatives, without a word from the DES or the Government. Just the way a lot of people believe education policy should emerge.

Letter from Leeds

The North of England confernce remains one of the fixed points in the educational calendar. It has its ups and downs. It is held at the time of the year best calculated to attract the worst weather. It doesn't have quite the drawing power it used to have – yet I can assure you that Leeds Town Hall was comfortably full for Merlyn Rees, a Leeds MP, who kicked off with a punchy presidential. It is still one of the few places where education committee members, education officers, teachers and people from the universities and the colleges of education get together to share their wisdom, or at any rate their troubles. Long may it flourish.

This year's theme was "wider paths" – and speakers were drawn from various walks of life to emphasize the wider context within which education is set. Merlyn Rees's opening address showed that though his political responsibilities have taken him to Northern Ireland and the Home Office, he remains the ex-teacher from Wales who taught in sixth forms, and adult education, before entering the House of Commons. He spoke with passion about the attack on the universities – "I cannot believe that recent decisions about the universities can be remotely correct" – but for the most part he studiously avoided party politics, to ask some sharp questions about education and race relations. He suspected that everybody was waiting for the Government to make up its mind about the Rampton report. But, he asked, how many of its recommendations which required no Government action had been carried out by local authorities and schools?

The points were well taken, even if local authority representatives wanted to believe that they had already done everything anybody could ask. Of course, many of the Rampton proposals represent no more than the best of existing practice, so l.e.a.s can always point to some suggestions which they have long picked up, and dismiss others as inapplicable to them, but as Merlyn Rees went on down his check list, it was clear that a similar exercise would be worth while in every school and l.e.a.

He also touched a raw nerve with questions about the recent White Paper on Training which has far-reaching implications for the colleges of further education. Had education been properly consulted? Had there been adequate educational advice from the Department of Education and the local authorities? After he had finished speaking, when the debate was thrown open to the floor, the meeting came alive. Amid rising anger speaker after speaker complained that the Department of Education had stood aside (or been forced to stand aside) and had left the field to the Department of Employment and the Manpower Services Commission. The bitterness spilled over into a discussion of the curriculum in the last years of compulsory schooling and the potential menace implicit in any attempt to impose narrower vocational aims at this stage.

Much of the talk of "Wider Paths" has turned into a discussion of links with work and industrial training. Barry Taylor, the Somerset CEO, came out in favour of a Department of Education and Training and "local education and training authorities". At rather greater length, Sir Richard O'Brien of the MSC expounded the New Training Initiative and the White Paper and made all the right noises which you would expect from him at a conference of education people. He did his diplomatic best to absolve the DES of any failure to fight its corner. But behind everything he said was the much more eloquent division of power and financial clout inside the Government. It is this, rather than any particular suggestions which are put forward (or not put forward) by the educators, accepted (or not accepted) by the MSC, which underlies the anxiety of the educational interest. As usual, the way policy is being made is as important as the policy itself. Sir Keith Joseph has yet to speak as I write these words. Perhaps he will set the conference alight. Or again perhaps he won't.

Stuart Maclure

Comment

Unsocial services

Sir Keith Joseph's announcement that the Social Science Research Council was to have its budget cut again next year followed ominously close on the heels of his request to Lord Rothschild to take a close look at the council and see which parts of its work might be better funded from other sources.

These two moves may just reflect understandable concern on the Government's part that the council is not working efficiently. It is true that its administration costs are much higher than those for the other research councils – 10 per cent compared with 5 per cent for the beloved Science and Engineering Research Council, for instance. And the PhD completion rates for students on SSRC grants are nothing to write home about.

Yet it is hard to avoid the conclusion that the Government's behaviour may be as much the result of blind prejudice as of due application of reason. It is all of a piece with the sudden command last July to the DES Studentship Selection Committee to cut the number of postgraduate awards in the humanities by 25 per cent, and with the disquieting advice to teacher training institutions to accept only students with "good degrees in main subjects of the school curriculum" (i.e. not sociology), a point taken up on this week's Letter page.

The message of all this is clear: Anything not directly elated to wealth-creation had better watch out. More particularly, this Government thinks sociology is bunk. Sir Keith Joseph is even said to doubt that it is a subject at all, a doubt probably strengthened by the withering scorn poured on his own "cycle of deprivation" idea by social scientists.

Even if he does believe that – and it is all too easy to scoff at some of the more obscure research projects about Polynesian mating habits – it is another big step to visit the imagined sins of one subject on a whole research council. After all, the council supports work in economics too as well as education, industrial relations, environment and planning, and government and law.

Whatever its own views, the Government would be well advised not to appear to be subjecting the SSRC to a continuing vendetta. Are ministers really saying that the frontiers of knowledge should be pushed back in some directions and not in others? At least it seems likely that Lord Rothschild would play along with that.

Hardy's Casterbridge on TV.

Top ten heritage

The British may not spend much on books, and they may not be particularly well-read in the strict sense of the phrase, but they enjoy a remarkably cosy familiarity with their literary heritage. The causes for this are not far to seek, but as another year dawns with its intimations of further cultural gloom those causes are worth remembering.

The first, of course, is our library service, the envy of the rest of the civilized world and now in serious danger from economic erosion. Surveys have found that ratepayers grudge their pennies spent in this area less than they grudge those spent on their behalf in most othe areas. Public libraries may sometimes be seen by left-wing librarians as tools for radical social engineering, but so long as their prime function remains the lending of books they will continue to play an essential part in the dissemination of the literature of the past as well as helping to finance the production of the literature of the present.

The second cause is television, without which *Brideshead Revisited* would never have hit such heights in the best-seller lists. Travellers by train and bus will need no reminding of the extraordinary popularity of Hardy, Dickens, the Brontës, George Eliot, Jane Austen and D. H. Lawrence: the evidence of television's influence is constantly before their eyes. Tonight sees the start of a new BBC series which will bring back another name to the commuter landscape. Howard Spring's *Fame is the Spur*, in a competent dramatization by Elaine Morgan (Vera Brittain's foie-blographer), will now undoubtedly be widely read.

Readers of this journal will not need reminding that the third cause is our examination system. Hardy, Lawrence and Shakespeare are fed into the consciousness of the aspirant masses at O level and again, with an ever-growing galaxy of literary co-stars, at A level. A. S. Byatt's annual survey of the reading of Eng Lit candidates for University College London, which she is to discuss in detail in a forthcoming issue of *The TES*, reinforces the message. This year's top 10 novelists, as far as these sixth-formers are concerned, are Hardy, Austen, Lawrence, Dickens, the Brontës, Orwell, George Eliot, James Joyce, Graham Greene and Evelyn Waugh.

Fillip for fluency

Two major subject association conferences took place this week: the Joint Council of Language Associations and the Association for Science Education. The record number of teachers at both may have had nothing to do with the concern felt about the detailed proposals for new 16-plus exams in their subject, but at the JCLA at least this topic dominated the conference. The proposals were regarded there with a mixture of optimism and doubt. Modern language teachers seem to sense they are close at last to the revitalization and popularity they have been seeking for a subject that in recent years has suffered a crippling drop-out rate.

Their remedy includes a new approach to assessment through graded tests, and a concentration on fluency and purpose rather than written accuracy; the pen may be mightier than the sword but in the new language movement the tongue in mightier yet.

With only about a third of all pupils taking language exams at the moment, the modern linguists are in a position to lower the baseline of their standards and still be within the controversial most able 60 per cent the government has decreed the new 16-plus should be designed for. The proposals for new French exams take some cognizance of these points though many crucial issues have yet to be decided.

But the science teachers are not so far advanced in their efforts to reconcile a school subject designed for an elite with calls to broadcast it on a much wider waveband.

The ASE published its controversial Alternatives for Science Education three years ago but there is still little consensus about what "science for all" should entail. The major review of secondary science set up by the ASE and the Schools Council is still in its infancy. The same moves towards new exams that could give a fillip to modern languages have caught the scientists on the hop.

No Comment

"I'm 26, I'm single and I'm a schoolteacher. And that's the bottom of the pile."

(Line from the film Butch Cassidy and the Sundance Kid, shown on BBC television last Sunday).

In brief

Exam council dissolves

The Council of Technical Examining Bodies has dissolved. Set up in 1962 to provide a forum for the City and Guilds of London Institute and the six Regional Examining Bodies for Further Education, its function has now been taken over by the new National Standards and National Certification system.

Fewer teachers apply to OU

Fewer teachers are applying to take Open University degree courses. Teachers made up 30 per cent of applicants 10 years ago, but formed only 13.8 per cent of the 46,460 people who wanted to study with the Open University this year. Housewives now form the largest group of applicants – 17.8 per cent. Thirty per cent of this year's applicants were from people working in manual or routine non-manual jobs. Ten years ago only 22.2 per cent of applicants were from these categories.

Testing times

At least 80 per cent of local education authorities now do some kind of testing, according to the findings of a survey of all English and Welsh l.e.a.s. given in *New Society*. The survey was conducted by Tessa Blackstone, professor of educational administration at the University of London Institute of Education, and Robert Wood, professor of education measurement at the University of the West Indies.

Diploma plan

A new two-year diploma that would allow students with only one A level to transfer to degree courses if they had the ability was put forward by a union leader on Tuesday. Speaking at a one-day conference organized by the Society for Research into Higher Education, Mrs Heather Eggins, deputy chairman of the Association of Polytechnic Teachers, said many young people were not catered for by the present system of higher education. More than 15,000 girls passed one A level each year and then found they had too little opportunity for further study, she said.

Favouring ethnic minorities could lead to trouble in schools

Union warns against race move

by Richard Garner

A teachers' union warned this week that discrimination in schools in favour of some ethnic minority groups "could lead to trouble".

In a document prepared for Sir Keith Joseph, Education Secretary, the National Association of Schoolmasters/Union of Women Teachers added that such a move was unlikely to improve race relations.

The report was published this week as the union's response to the consultative document on the education of children from ethnic minority groups prepared by officials at the Department of Education and Science.

The NAS/UWT's conclusions include a 'call for Asian languages to be included as part of the modern languages element of the school curriculum – provided staffing and other resources are supplied.

The document says that "special attention to the needs of ethnic minority groups in terms of preparation for adult life is a risky policy at a time of high unemployment unless equal attention is given to the needs of children from indigenous families."

Mr Fred Smithies, the union's deputy general secretary, said: "The NAS/UWT is sympathetic to the problems and needs of the coloured minority in our community, but it is essential to take the point that the minority is part of the whole.

"Promises are made rashly unless accompanied by the means to deliver. So far as racial problems go, the means to deliver involve provision of cash and mutual adjustment of attitudes by all ethnic groups."

On teaching Asian, the document adds: "Although we agree that the local education authorities do not have an obligation to provide mother tongue teaching in schools, we believe that the opportunity to take examinations in their mother tongue is of value to children of Asian origin.

"Moreover, we see this development as a bridge-building exercise in that other pupils might benefit, as they do now in the context of studying European language, from an appreciation and an understanding of the great cultures of Asian civilization."

Dr John Kane, principal of the West London Institute of Higher Education, has been inducted as a Knight Commander of the Order of St Gregory at the Apostolic Delegation in Wimbledon. He is seen with the papal Legate, Archbishop Bruno Heim, who conducted the investiture on behalf of the Pope.

Judge deals big blow to creationists

by Peter David

WASHINGTON: The Creationist Movement in the United States suffered its first big setback this week when a district judge ruled that the Biblical account of the origin of life was religion, and could not be taught as science in schools.

Judge William Overton said that an Arkansas statute compelling teachers to give equal time to the theories of evolution and divine creation violated the First Amendment on separation of Church and State and was therefore unconstitutional.

He added: "No group, no matter how large or small, may use the organs of government, of which the public schools are the most conspicuous and influential, to force its religious beliefs on others".

Meals staff in firing line as councils seek cuts

by Biddy Passmore

County councils are to press again for a change in the working conditions of school meals staff to help them make the savings the Government demands.

Most want to see an end to the retainer paid to meals staff during school holidays, as well as cuts in holiday entitlement and the right to free meals. But they are unlikely to find support from the Labour-controlled Association of Metropolitan Authorities. The unions involved would block any negotiations on changes at national level.

A local attempt to implement the changes, which would mean cuts of between £1 and £6 a week for staff, already looks like foundering on union opposition.

Devon county council wants to save over £¼m on school meals staff and put the money with other savings from the meals service to provide a £1.2m injection of funds for schools and colleges. The extra money would enable the county to employ 120 more teachers to protect the curriculum in secondary schools and to spend an additional £¼m on provision for unemployed school-leavers.

However, local NUPE and GMWU officials have declared they cannot negotiate locally on matters which must be settled by general agreement between employers and unions at national level.

Other counties may try to follow Devon's lead, even if no progress is made at national level. Kent, Wiltshire, Lincolnshire and Humberside have all expressed strong support for the changes.

● A big increase in the number of children eligible for free school meals has given Birmingham education officials financial and staffing problems.

The education committee has been told that the number has risen by 50 per cent, and some councillors have claimed that the situation is even worse.

Plea by ACE

A plea to education ministers not to restrict the right of 16 to 19-year-olds to further education has been made by the Advisory Centre for Education. Commenting on a recent discussion paper on possible changes in the further education law, ACE says all 16 to 19-year-olds must have an unqualified right to further education suited to their needs. The paper, drawn up by central and local government officials, suggested that provision they can make for pupils with special educational needs.

Joint project

Dr Seamus Hegarty, of the National Foundation for Education Research, is to direct a two-year joint Schools Council/NFER project on Special Educational Needs in the Ordinary School, to help teachers in primary and secondary schools to review the provision they can make for pupils with special educational needs.

Row over teacher

A teacher sentenced to nine months' imprisonment for conspiracy returned to the classroom this week – and a row over his continued employment. Some parents refused to let their children be taught by Mr Wayne Williams, 28, a Welsh language teacher. He returned to his job at Llandsloe High School in Powys on Tuesday after completing his sentence for taking part in a conspiracy to damage broadcasting equipment.

Warning to DES over cuts in status of music

Cuts in music education will have a "serious and irreversible" effect on the level of tuition in schools the Department of Education has been told.

The claim was made by a delegation from the UK Council for Music Education and Training which met DES representatives, and which is urging the department to publish a memorandum to local education authorities pointing out the value of music education in schools.

The delegation, led by Mr John Hosier, principal of the Guildhall School of Music and Drama and vice-chairman of the council, expressed concern that documents on the curricula did not give any indication of the value of music education.

Mr Hosier added that schools would accord a low status to music education unless due weight was given to it by the DES, and said that in addition to the publicized cuts in the provision of instrumental tuition equipment in schools was deteriorating and the number of music specialist teachers was diminishing.

BEds keep up with post-grads

Newly-qualified teachers leaving college or institutes of higher education with BEd degree last summer did as well at getting a teaching job as their fellow students with a post-graduate certificate in education (PGCE).

This was despite a drop in primary jobs available, for which most BEd students are trained, compared with an increase of numbers employed in secondary schools, the usual venue of the PGCE-qualified.

But neither BEd nor PGCE college leavers were as successful at finding a job as the university-trained.

Figures on the destinations of students completing teacher training in colleges and institutes of higher education in June, 1981 were released this week by the Standing Conference of Principals and Directors. Most successful at finding jobs were BEd Hons graduates, 67.25 per cent compared with PGCE-qualified 66.86 per cent and BEd Ordinary 66.30 per cent. Only 50 per cent of those leaving with a Certificate of Education got a job in teaching.

Of the 878 teachers who qualified in the colleges and institutes last summer and are still unemployed 80 per cent are women. "Ability to move to where the jobs are is a major problem for women, many of whom are unable to move because of family commitments," Mr John Barnett, Standing Conference information officer and former principal of Ripon and York St John's College said.

Just over 12 per cent of the still unemployed are either maths or science teachers, a similar figure to the unemployed among university-trained specialists in these subjects.

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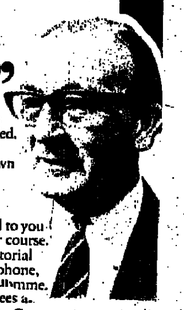

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Platform

While we wait to hear what the Government watchdog, Sir Derek Rayner, had made of his team's review of Her Majesty's Inspectorate, Ray Hopkins analyses the way in the which the role of HMI has been changing, and makes his own proposals for the future.

Inspecting the inspectors again

The scrutiny, both public and private, of HM Inspectorate may be seen by many as overdue. Histories of the inspectorate have appeared from time to time, but assessments of its performances, even within its own ranks, have seldom been attempted. Since both its critics and its supporters are apt to make ad hoc and often highly subjective comments, it is time that there was some objective and analytical survey. It may be told that the long-awaited Rayner review will fulfil both those criteria, though it seems unwise to count on it, and it is in any case not yet known whether it will even be published. The Select Committee is also expected to express a view on the independence of the HMI when it reports shortly on the 14-16 curriculum.

Ahead of these, it may be useful to look at some of the big changes in the inspectorate since the war. These changes were less the result of internal discussion making, calculated to influence educational development, than attempts to adapt to the demands of the 1944 Act. This is not to imply that the inspectorate ignored the challenge of the Act – the reorganization in the immediate post war years not only reflected the new Act, but introduced changes more dramatic and far-reaching than any that had gone before.

Not only were numbers increased, but the social structure itself was radically altered – notably by the abolition of the rank of assistant inspector and by the removal of the sharply differentiated divisions between "elementary" and "secondary". Each was a response to the concept, implicit in the Act, of equal opportunities for all, and although in practice there continued to exist a group of HMI mainly concerned with grammar schools, the principle of duality of role had been established. It was this duality, indeed plurality, of role which was to place, in succeeding decades, such a heavy burden on the inspectorate, and ultimately to weaken its effectiveness in the basic function of inspecting schools.

It was no lack of foresight which brought this about. It was the rapid expansion in all aspects of education, carried on the wave of the welfare state. While the implementation of the Act produced cohorts of new administrators, advisers, architects, accountants, their ancillary staffs, the numbers of HMI rose little and more often fell.

In the early stages two factors maintained the traditional strength of the inspectorate: the backlog of school inspectors which had built up during the war, and the implementing of Part III of the Act in 1957. Each demanded a heavy programme of inspection, first of all primary and secondary maintained schools, and then of almost all independent schools. But in the decade or so during which this programme was being carried out, there were pressures from several quarters.

HMI became involved in administrative affairs (the building programmes, building regulations, the school meals service); in advisory work, especially in the writing of educational pamphlets; in relations with a wide variety of bodies on the fringe of education. It was right and proper for a body of people, with unusual breadth of experience, to become involved in such activities, at a time of educational expansion of proportions previously unknown in this, or any other, country. But the price was a heavy one.

By the mid-1960s inspections had fallen dramatically, and a professional lobby urged their discontinuance. An emphasis on the "pastoral" visit might have redressed the balance, but new pressures intervened. Disquiet, in many places, at the growing evidence of the unreliability of a dual, still less a tripartite, selection for secondary education, at the age of eleven, became linked, sadly, with political misconceptions about equality of opportunity.

The stage was set for the birth of comprehensive education – in an atmosphere of bitter wrangling and ill-informed debate. Before the dust had settled it became apparent that HMI involvement in places other than classrooms had reached a point where the credibility of the inspectorate was in doubt. The position was aggravated by a campaign of ill stan-mongering which argued that educational authority days had fallen, and the centre for guidance naturally looked to the inspectorate.

Intimate knowledge of classroom work, formerly the stock-in-trade of HMI, was now lacking and broad scholarly 1970s pressure on had to serve. But find answers for all the the inspectorate from public concern about questions arising from the steadily growing innovations in all aspects of their curriculum, had reached a level which gave credence that HMI could spend adequate time in classrooms.

Throughout this difficult period the work of HMI has continued to show its traditional quality and resourcefulness; but there has undoubtedly been disquiet, not only in the inspectorate itself, but among senior administrators, head teachers and experienced assistants, that the basis of HMI's strength – the intimate knowledge of the classroom scene – has been steadily eroded.

Perhaps it is all a question of matching the size of the inspectorate of the job it was expected to do. Perhaps the pre-war matching was right. Perhaps the 1944 Act created, in the long term, an impossible task. Perhaps no one saw the stretching of lines of heard the snapping of threads, or maybe the original purpose for which it was created – as watchdog of the Parliamentary grant to education – was no longer appropriate to the postwar scene. If the inspectorate's resources have been stretched beyond reasonable limits, there is the strongest argument for re-shaping its function and organization to provide a service which no other body is capable of giving.

This restructuring could take several forms. A first priority would be the establishment of independence from any other body. It would left with the uncomfortable sense of having been judged without a trial.

Now there was talk, between teacher and inspector, between inspector and children. There was criticism perhaps; but also advice, not proferred with olympian certitude, but rather as example of good practice seen elsewhere, in like circumstances. There was further discussion with the head teacher, and probably later feedback to the staff.

Sir Derek Rayner: still waiting for his review

Sheila Browne, senior chief inspector: a gentle reminder of independence

It is this kind of inspection, this kind of relationship, which needs to be developed and strengthened. A body of HMI, perhaps in the order of 500, should be built up to ensure the viability of such a function. They should be recruited from practising teachers, with at least 10 years of successful experience immediately before appointment, and they should be engaged in this kind of work for at least 75 per cent of their time.

There should be another group of HMI, numerically smaller, working in close cooperation and on equal terms with the first, but concerned solely with assessment. It may seem that there would then be duplication of function, but there is an important distinction. Assessment is an impersonal, objective process, requiring detachment from the kind of involvement implicit in the work of inspection as outlined above. In some ways it reflects the difference between the pre-war and post-war inspectorate, and it now seems that the two functions must be kept apart.

Moreover, assessment requires specialist knowledge of a wide range of statistical and analytical techniques, access to computer facilities and cooperation with university research workers. Experience of the potential of such a group has already been gained through the work of those HMI's making up the Assessment of Performance Unit.

A third element would be necessary to analyse and synthesize the work of those two groups, to initiate long-term programmes, receive requests for information and guidance from the DES, the Government and indeed any further body, to review and assess their priority and, if acceptable, to process them through the other groups. Such an element would clearly have to have authority over the others, but above all it would have to have external authority to ensure the independence of the inspectorate.

In this and in many other ways, especially in the task of giving guidance and information to parents and to the public, HM Inspectorate will have to emerge from its century and a half of discrete anonymity, and be seen for what it is, a unique and indispensible force in the English educational system.

Ray Hopkins is a former member of Her Majesty's Inspectorate.

Many authorities are now opposed to corporal punishment. They reflect a broad change in attitude, Hilary Wilce writes

More schools join growing trend and bar the cane

The cane is beating a retreat from British schools. From this month caning is abolished in all Hounslow schools, in Sheffield, Lancashire and Leeds. Strathclyde, Britain's largest education authority, is to ban the belt from next August.

These authorities join a number of others – Inner London, Derbyshire and Newham – who last year came out against corporal punishment. In all, about a third of local education authorities have either banned corporal punishment, or are seriously considering doing so.

Among these are 11 of Scotland's 12 regions – a significant indication of just how far attitudes are now changing, even in the traditional heartland of school beating.

In fact, attitudes are changing along a broad front. Only a few lone voices are now raised to champion the improving virtues of caning. Most anti-abolitionists are quick to stress that their concern is only with the freedom of teachers to run their classrooms as they think fit, and that – naturally – the cane should be used only in moderation.

Such changes are the result of a long evolution in social values, but a number of factors are speeding the process.

Last May's local government election took 20 counties from Tory hands and gave Labour overall control in 10. Derbyshire's new Labour rulers almost instantly outlawed corporal punishment. Lancashire, Hunderside, Avon and Nottinghamshire are other authorities that have committed themselves strongly to abolition since Labour came to power.

In July, Mr Neil Kinnock, chief Opposition spokesman on education, pledged that an incoming Labour government would put a three-line whip on MPs to vote to ban corporal punishment (thereby giving rise to a spate of awful puns). The Liberal Party has come out against caning, and three of the Social Democrats four leaders – Mr William Rodgers excepted – are on record as being against corporal punishment.

Meanwhile, research findings continue to underline the apparent ineffectiveness of caning. In 1979, *15,000 Hours*, by Dr Michael Rutter, pointed out that bad behaviour and a high incidence of corporal punishment tend to be linked. A year later the British Psychological Society reported that caning was probably educationally harmful, especially for emotionally disturbed children.

Recent figures from the Inner London Education Authority show that the number of assaults on teachers have dropped following the abolition of the cane in secondary schools, from 62 in 1978, the year before the ban was phased in, to 26 in the first nine months of last year.

Other, less tangible, factors have also played their part. Increasing international teacher contacts in Europe have probably had a role in making British teachers aware that in many other countries caning is considered barbaric.

"There is definitely an increasing feeling among teachers that corporal punishment is not doing anything to enhance the image of teachers. In fact, it is bringing the profession into disrepute," says Mr Tom Scott of the pressure group, the Society of Teachers Opposed to Physical Punishment (STOPP).

This group has campaigned relentlessly for 14 years to outlaw all forms of corporal punishment from schools, and has undoubtedly played a significant part in keeping the issue in the public mind – although some critics allege that its emotive crusading has not always been in the best interests of the anti-caning lobby.

But perhaps the most significant events of 1981 were the hearings in Strasbourg, at the European Court of Human Rights, of cases brought by two mothers over the use of the belt in Scottish schools.

A decision is still awaited, but the hearings themselves had a great impact, particularly in Scotland where, since then, the Convention of Scottish Local Authorities has called on the Scottish Secretary to start talks with Scottish l.e.a.s. and teacher unions about the implementation of abolition.

Outlawing belt does not affect discipline, Council says

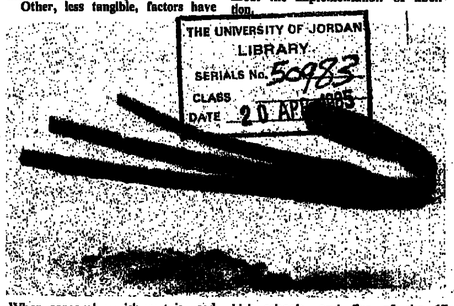
An important inquiry into the abolition of corporal punishment in secondary schools in Scotland, published this autumn, showed that banning the belt does not lead to a decline in school discipline. It also showed that no school that had abolished corporal punishment had ever considered re-introducing it.

The survey, by the Scottish Council for Research in Education, looked at 13 schools, five of which had abolished, or were about to abolish, the belt. The research team included six teachers, who observed 600 hours of classroom life.

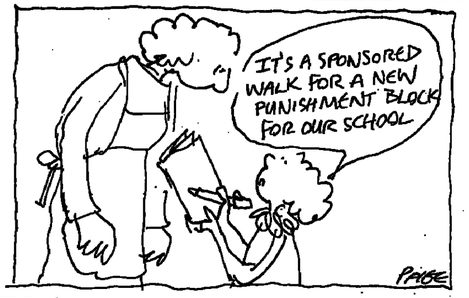
Among its conclusions were:

- some teachers felt they had to work harder once the belt was abolished, but pupil-teacher relationships tended to improve
- pupils were divided on the effectiveness of the belt, but more certain of the effectiveness of detention and parental involvement in discipline.
- schools that had abolished corporal punishment had a more coherent discipline policy
- heads tend to be the key figures in phasing out the belt successfully
- there is no ideal timetable for abolition, but that the move works more effectively if the ban is introduced as an experiment.

The inquiry found that the process of abolition was as important as the kinds of alternative sanctions introduced. "Twenty one different methods of discipline, ranging from "disapproving gestures" to suspension and exclusion, were in use in schools. It concluded that there needed to be more sharing of information about difficult pupils, and improved communications within schools. Teachers needed to realize that reporting bad behaviour in their classrooms was not a reflection of professional failure.



When corporal punishment is used, how often is it administered? Manchester is committed to abolishing corporal punishment, but at present the tawse – an 18" leather belt, split at one end, as used in Scotland – is still in use in the city's schools. Last spring term it was used in two one of five primary schools. Only of the 25 high schools, and five of the 17 voluntary schools had not used the tawse. The majority of secondary schools had used it less than 50 times in the term, but in the four secondary schools at the top of the list it was used on average twice a day. Four out of the city's 28 special schools had used the tawse that term.



Union insists teachers must decide

This year is likely to see more and more local authorities opting to ban corporal punishment from their schools. But the teacher unions remain adamant that the decision to cane should be left to teachers themselves.

Mr Terry Casey, general secretary of the National Association of School masters Union of Women Teachers, said the question of corporal punishment should be decided at school level, by the head, staff and parents. It was "very disturbing" that abolition had become Labour Party doctrine. "I find it deplorable that Labour councils, many of whom are not themselves in favour of abolishing corporal punishment, should now feel they must do so."

Mr Donald Frith, general secretary of the Secondary Heads Association, said that abolition should never be an overnight political decision taken to fulfil an election pledge. The decision needed to be worked out carefully with regard for other disciplinary actions.

The issue of corporal punishment united teacher unions in a way they were not normally united, Mr Peter Dawson, of the Professional Association of Teachers, said. All believed that the professionals should decide. "There is nothing incongruous about different schools employing different policies."

In the private sector, this is exactly what happens. But a spokesman for the Independent Schools Information Service said that while the image of public schools was that "they were beating boys almost continually", nothing could be further from the truth. Many heads were opposed to corporal punishment. And a survey of preparatory schools, undertaken in 1978-79 had showed that only four out of 65 schools had used the cane more than five times in a year.

Reports from individual teachers around the country have indicated that the banning of the cane can lead to a greater falling back on "sin bins", or an urgent need for more resources.

Britain faces isolation over punishment

The Republic of Ireland announced recently that it wns to ban corporal punishment in schools. When this comes into effect it will leave Great Britain isolated as the only country in Europe where widespread use of the cane is allowed and practised.

Other European countries have either never practised it (Iceland and Luxembourg, for example), or have abolished it. Poland led the way in 1783, and since the mid-1960s Cyprus, Denmark, Spain, West Germany and Switzerland have all joined the growing list of countries to ban caning.

However, corporal punishment is still allowed in Australia, Canada, New Zealand, South Africa and most of the United States. And the use, or not, of the cane needs to be seen in the wider context of the relationship between the state and schools, teachers and parents.

In many countries, parents are held far more directly responsible for their children's misbehaviour than they are in this country. Likewise, the teacher's role on the Continent is often defined narrowly, as that of an instructor, while parents are assumed to be responsible for the social development of their children.

In addition, the highly centralized education systems of other countries tend to mean more rigid guidelines for teachers in matters of classroom procedure. In such systems, teachers are civil servants, backed by the full weight of official authority, and as such are less likely to feel the need to cling to a personal armoury of sanctions.

Alternative punishments to caning vary widely. Italy lays down a hierarchy of sanctions, beginning with a private admonition and ending with expulsion from all schools in the country. Most West German schools use a system of recording offences, followed by calling in parents, then referral to the headteacher. In France, family allowances can be stopped in cases of persistent truancy.

Corporal punishment and the l.e.a.s

Abolished
Brent
Derbyshire
Haringey
Hounslow
ILEA
Lancashire (primary)
Leeds (primary)
Newham
Rochdale (primary & special)
Sheffield (nursery & special)
Sunderland (special)
Tameside (cane in primary)
Waltham Forest
Wakefield (special, cane for under 10s)

Committed to abolition
Avon
Birmingham
Leeds (secondary)
Liverpool
Manchester
Nottinghamshire
Sunderland
Walsall

Abolition date set or proposed
Doncaster
Humberside
Lancashire (secondary)
Leeds (middle)
Northumberland
Rochdale (secondary)
Sheffield (primary & secondary)
Strathclyde
Tameside (secondary)
Wolverhampton (cane in primary & special)
Western Isles (belt in primary)

Considering abolition
Borders
Bradford
Central
Cheshire
Dumfries and Galloway
Fife
Grampian
Highland
Lothian
Northamptonshire
Orkney
Rotherham
Sandwell
Shetland Islands
Shropshire
South Glamorgan
Staffordshire
Tayside
Wakefield

Sporting life . . . but pupils all over the country, will soon lose acres off their playing fields

Whistle blows on pupils' sports fields

Bert Lodge reports on moves to cut the size of school playing fields

A secondary school in Norfolk will shortly have two acres of playing fields lopped off, though the number on roll is rising. Men will be trained to fight fires where boys and girls played.

Governors, staff, parents and pupils of Earlham comprehensive school, Norwich are relieved the amputation will not be more drastic. Norfolk county council education committee originally wanted to lose seven acres of the school and left it to the policy and resources committee to determine how.

But last Monday it resolved to sell off only two acres for a fire training school.

It could have been worse. Nothing in the Standards for School Premises Regulations 13/4 introduced last year prevents a local authority from making a deal with the highest bidder over school playing fields classified "surplus". Indeed they were actually encouraged to by Mr Heseltine, the Environment Secretary, in the House of Commons on December 9.

He said, "I shall look especially favourably on those joint public-private sector schemes drawn from the land registers that offer the greatest private sector enhancement for every pound of public expenditure".

Until last year few schools were thought to have spare playing space. Then the Government introduced a new concept, "usable space" (where formal games can be played) compared with gross space and this is the most significant feature of the new regulations. The consequences were admitted by Mr Neil Macfarlane, Minister for Sport, to the annual conference in November of the Central Council for Physical Recreation.

"In the longer term I accept that the total area of playing fields at schools may well be reduced."

A typical ministerial understatement of the unpalatable. In fact they *all* could be, except the smallest and medium-sized junior schools. The most startling figure is for the 300-pupil middle deemed secondary school where "minimum area of playing field provision" will be reduced by 64 per cent, an estimate from the DES itself. For a 1,000 pupil comprehensive the reduction is 30 per cent and 33 per cent for a secondary with 700 pupils.

Least affected will be the big middle school deemed primary with 600 pupils and due for a mere 11 per cent reduction. Those actually benefiting are the small primary with 50 on roll or one with 250. Their playing space can go up by 25 per cent and 11 per cent respectively. Of course few if any, schools will have their playing fields increased in size because of the new figures. But local authorities will not be slow to sell off playing area which is now deemed to be surplus.

Mr Macfarlane battled on. "Earlier standards were based on a gross space calculation. They were not concerned with whether a space was the right shape or properly contoured or drained to allow a full range of sport to be played."

To compensate he could offer the reassurance that while some playing fields disappear those remaining will be better. The new regulations insist that grass surfaces must be capable of sustaining a minimum of seven hours a week of educational use.

But then it goes on, "Where it can be shown that more extensive use can be obtained, the minimum area could be reduced to such an extent as might be approved in each case".

The fears of sporting bodies were further aroused by the introduction of a new specification, the result of the rapid advance in synthetic surfaces over the past 15 years. Where there is an artificial, hard, porous pitch big enough for team games, "it shall be reckoned as twice its area for the purposes of the regulations".

As Mr Peter Lawson, secretary of the CCPR observed, "This is a direct encouragement to local authorities to build hard pitches and sell grass. Are school sports in the future to be based upon lumps of well-designed rubble?"

Mr Allen Wade, FA director of coaching and education and one of the first sports administrators in the country to spot the implications of the new regulations when first issued in draft form, was unimpressed by any Government reassurances, particularly that dual use of facilities by adults and children would mitigate loss of pitches.

"The extent to which dual use has been promoted has been so little as to make it almost a non-starter". He pointed out that teaching football skills required intensive use of small areas of grass. "Teachers use these areas because the alternative would be a to kick the tops off playing fields."

Mr Wade estimated that a decent modest sized porous pitch cost £40-£50,000 to provide. Improving drainage by sand-slitting came to about £10,000.

Spelling out the financial implications gave the cue to Mr Peter Coles, assistant education officer, the Association of County Councils. How else could local authorities carry out the required improvements to pitches without selling off land that was surplus, he asked. Besides the seven hours minimum usability a week was twice the demand that could be expected from a normal curriculum.

But Mr Alan Evans, NUT senior education official, took issue. With local authorities knowing their grant from the Government was going to be reduced they were being pressurized to look for money where they could. What surety was there to ensure that money made from selling land would be spent on improving what remained?

Meanwhile, encouraged or not, these same local authorities are briskly setting about swapping grass for cash. Norfolk is contemplating no fewer than 46 sites, many of them in first schools, Liverpool is reported to have over 20 acres for disposal and the market is quickening in Hampshire, North Yorkshire, and West Sussex.

The Inner London Education Authority is a particular cause for concern, of its 10 schools sports centres, one has already been phased out. Another is to be lost this year and two more by 1986. With fewer than one in 10 schools having playing fields on site, travel is a universal and costly obligation.

Falling rolls and a substantial reduction in Government grant amount to a sizeable temptation to this authority to capitalize these valuable and far-flung assets.

Extra cut for social research

by Biddy Passmore

The Social Science Research Council has been singled out for a further cut in resources in the allocation of next year's science budget announced by Sir Keith Joseph, the Education Secretary.

It has been given a grant of only £20.9m, almost exactly the same as this year's figure in cash terms but this means a cut in real terms.

This treatment conflicts with the advice given to the Government by its Advisory Board on the Research Councils, which said that all the councils should be given grants maintaining this year's level of spending.

The total science budget for next year of £477.9m maintain this year's level adjusted to allow for pay rises of 4 per cent and price increases of 9 per cent. But the Government has taken some of the SSRC's share and redistributed it among the other councils.

By far the largest grant goes to the Science and Engineering Research Council, which gets £234.4m, followed by the Medical Research Council, which gets £107.4m. The Natural Environment Research Council receives £57.6m and the Agricultural Research Council £43.6m.

Mr Michael Posner, the SSRC's chairman, described his council's treatment as "unexpected" and "untimely". It has already lost 20 per cent of its income over the past three years and been forced to cut its postgraduate awards from 2,000 to just over 1,000.

Sir Keith's announcement came shortly after the news that he has asked Lord Rothschild, former head of the Think Tank, to carry out an urgent review of the SSRC's work.

Sex education adverts vetted by ministers

Material for the Health Education Council's new sex education campaign has been personally vetted by ministers from the departments of health and education at the Government's insistence.

The £175,000 campaign consists of press and local radio advertisements aimed at combatting the growing number of unwanted teenage pregnancies. "It stresses responsibility in relationships rather than promoting contraception," said a Health Education Spokesman.

Dr Rhodes Boyson, Under Secretary for Education, Dr Gerard Vaughan, Minister of Health, and Mr Geoffrey Finsberg, Under Secretary for Health have all seen the advertisements, which are now being tested on groups of young people before the start of the campaign next month.

The Health Education Council denied reports that the campaign was delayed by the ministers. "They asked for a few minor changes to be made to the wording," the spokesman said. The HEC did, however, turn down a suggestion that a group of selected back-bench MPs should be consulted about the material.

The Council has run into trouble with previous campaigns. Cinema managers once refused to show a film intended for young people with anything other than an X certificate programme while advertisements in another press campaign were refused by *The Sun* and *Daily Mirror*.

Dr Vaughan, who this week ordered inquiries into reports that some health authorities are ignoring government guidelines to tell parents when contraceptives are given to children under 16, was involved in toning down a sex education programme last summer. The Brook Advisory Centre withdrew four items from a schools' teaching pack after Dr Vaughan expressed concern and reminded the Centre of its £30,000 government grant.

Association for Science Education annual meeting. Bob Doe reports

Apocalyptic tone eclipses physics

The annual meeting of the Association for Science Education in Canterbury this week struck an apocalyptic note with references to nuclear holocausts, the other energy crisis and the consequences of mass unemployment.

It was as though the ASE was trying to find some more cheerful prospect than the new 16 plus examination, which some members have already described as setting physics education back by 25 years. The main debate on the new exam at this year's conference was not due to take place until after *The TES* went to press.

One of the largest meetings of the Association with 2500 teachers attending began with a lecture from Sir Alan Cottrell FRS. He tried to predict the sort of science scientists would be working on at the start of the twenty first century. He told the science teachers, "The scientists who will be in full career in the early 21st century are already in your classes today."

Sir Alan said energy shortages dominate applied science; the energy intensive industries would disappear and give more prominence to electronics and biotechnology (manufacturing processes using small organisms or their enzymes and possibly even artificial organisms tailor-made by genetic engineers).

But Sir Alan, who is Master of Jesus College, Cambridge warned, "I regard the supply of energy as the outstanding world scientific and technical problem of the 21st century. A serious failure to meet the coming need could lead to the internal collapse of societies, due to civil unrest caused by poverty, unemployment and loss of standard of living; or it could lead to global war as countries compete violently for larger shares of inadequate energy resources.

"Every new scientist and engineer who can be educated to recognise this coming problem and expertly trained to increase the supply and conservation of energy will be one of the world's most valuable citizens."

The association's new president is Sir Hermann Bondi, formerly a government scientific adviser on defence and energy matters, astronomer, mathematician and now chairman of the natural environment research council. He said only the thought that he was carrying out the wishes of democratically elected leaders allowed him to square his conscience with scientific work on horrific weapons of mass destruction; but democracy depended upon a clear understanding by politicians of the risks and consequences and this put an enormous responsibility on to the scientist and the science teacher.

Science education tended to produce specialists instead of "technological generalists". He wanted people who without being specialists in every field had enough understanding of science to understand not only clear and positive results but also shades of certainty and uncertainty. He said people were needed who knew how science worked, who understood the limitations of knowledge and who could express themselves clearly to those with the most terrifying responsibilities.

It was the responsibility of the education system to produce such people.

Sir Denis Rooke: project

Sir Hermann Bondi: conscience.

Sir Alan Cottrell: prediction.

Prize winner

First prize in the ASE scheme to encourage science teachers to share their ideas with other teachers was awarded this year to Mr Raoul Guise of Bradshaw School, Bradford. The theme for the 1981 ASE award scheme was Micro-electronics in science education. Mr Guise's entry was entitled "A business game – the marketing of a programmable electronic organ".

Management skills move

Industry can help teachers develop management skills, Sir Denis Rooke, the outgoing president of the ASE and chairman of British Gas told the Canterbury meeting.

"Industry with its long established and well tried management training techniques could make a major contribution to the development of management skills in teachers," he said.

Sir Denis has already brought together science teachers and his own management experts on a pilot project at the British Gas Management Centre near Stratford on Avon.

British Gas has also sponsored a 300-page teachers' book showing how basic scientific principles are used in industry. It is called *Gas Applications for School Science* and can be obtained from the ASE.

North of England Conference.

Sarah Bayliss reports from Leeds

'Ineffective' should go first – Sir Keith

Compulsory redundancies among teachers should be used not only to save money but also to rid the education service of "ineffective" teachers, Sir Keith Joseph, the Education Secretary, told the conference.

He said: "Because of falling school rolls, and the need to constrain expenditure we must have fewer teachers in total. At the same time we must face the facts that despite the high quality of many of our teachers, some lack the ability to inspire a good response from their pupils, and that within the schools the match between curriculum and teachers' qualifications is not always as close as it should be."

Natural wastage and early retirement would not be enough, said Sir Keith. There would have to be some compulsory redundancies among teachers too young for early retirement terms.

Sir Keith added that he had asked the local authority associations to meet him again "during the early months of this year" to discuss the issue of compulsory redundancies further.

The Education Secretary had slightly more encouraging words on employment prospects for new primary teachers. If births continued at the present level and current pupil-teacher ratios were retained, there would be an increase in the number of vacancies of primary teachers by the middle of the decade, he said.

But there would still be competition for vacancies, as some qualified teachers not now in schools would wish to return. I.e.a.s and training institutions should therefore recruit "keenly but selectively" for primary training courses, actively seeking out young people with an aptitude for the work.

In a speech dominated by the economic language of supply and demand, Sir Keith admitted that spending ministers had to look in two directions at once. While higher spending on education would raise interest rates and inflation and thus damage the trading base, he said, the Government had to be realistic and take into account this year's level of spending.

The real cut of 2 per cent next year in education need only be one per cent if local authorities kept to assumptions on pay and prices and made savings in school meals. "I don't maintain that the outcome will be comfortable: I do maintain that it is a sensible balance between all the factors," he said.

The Education Secretary repeated his call for a more practical slant in the 14-16 curriculum to benefit the least academically proficient children. "The talents and potential of these children are not perhaps best developed by a dilute form of the academic curriculum", he said. And he stressed that it was just as important for teachers to have the right expectations of their less academic pupils as of their more academic ones.

On the other side of the fence

More trade unionists should be invited into schools for discussion with pupils, said Mr Barrie Sherman, director of research for the Association of Scientific, Technical and Managerial Staff.

Schools were often open to local business people "but rarely to the other side of the industrial fence," he said.

Without this kind of contact trade unions could not begin to fulfil the responsibility which Mr Sherman believed they had to young people.

He pointed out that a traditional "contract" between schools and pupils was breaking down. The contract suggested that if they "learn to read, write and do arithmetic," they will get jobs. But now there were fewer jobs.

In future, schools should prepare children for learning so that in a period of rapid change they could adapt. This implied teaching far more about leisure activities and the world outside work.

Plowden poser

Teachers could make more use of the television programmes children watch, Lady Plowden, former chairman of the Independent Broadcasting authority, told the conference.

She said that children watched, on average over 23 hours' television a week, but neither parents nor teachers were consulted over how this could be followed up.

The copyright laws would need reform for this to happen properly, but in the meantime there could be more discussions.

Catholic view

The Government should give precise and firm guidance on religious education in state schools to restore it from being a "cinderella" subject in the curriculum, the Right Rev Gordon Wheeler, Roman Catholic Bishop of Leeds, said.

Religious education departments in schools should be upgraded in every possible way. Even in Roman Catholic schools the importance of that department was sometimes underrealised.

Social divisions wider, professor says

Professor Richard Hoggart, Warden of Goldsmiths College, University of London, said that while trade unions had concentrated on increasing the size of wage packets, the social divisions within society had, if anything, widened. "We are still two nations," he said.

Referring to the work of Professors Halsey and Goldthorpe on social mobility, he said the links between preparatory school, Oxbridge colleges and the professions, such as law, the services, politics and the civil service, had not weakened.

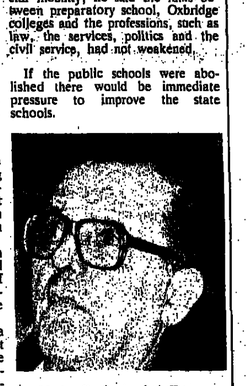
If the public schools were abolished there would be immediate pressure to improve the state schools.

Common aim

The massive effort launched in the Second World War to train young people in new skills should be repeated today to deal with the present unemployment crisis, said Mr Merlyn Rees, a former Home Secretary, in his presidential address.

Mr Rees, Labour MP for South Leeds for almost 20 years, recalled that from 1940-45 thousands of young men and women were "transmogrified into technicians of some kind or another and quickly."

It would be difficult to achieve a common aim in peace time but it could be done. "There was a large further education programme for ex-servicemen after the war and I benefitted from it, he said.



Mr Merlyn Rees: plea for effort.

The North of England Education Conference is the first big educational event of the new year, and has a long and distinguished tradition.

It was first held in Manchester in 1903, a year after the 1902 Education Act which established local education authorities and effectively a secondary system of education.

Pioneering educationalists in the North, where municipal pride was strong and where universities like Leeds were being established, initiated the idea and made it a success. In these early years up to 2,000 people, including many teachers and members of the public as well as councillors, officers and academics, flocked on a daily basis to hear great speeches, often about detailed aspects of the curriculum.

Today the conference, the theme of which this year is "Wider Paths," is much reduced in size – there were 500 residential delegates at Leeds this year – and its style has changed and faded somewhat.

Officers and members from the northern education authorities predominate, but there are far fewer teachers. But the reputation of the North of England conference draws people from as far away as the Isle of Wight and Somerset.

In the past decade the Secretary of State for Education has always given an address.

Mr John Taylor, former chief education officer for Leeds, wrote in his introduction to this year's conference that it was still a unique forum where members spoke as individuals, not as mandated delegates following a party line, and where there are no votes nor resolutions.

"The survival shows that there are still a lot of people in the world of education who like to hear distinguished people talk with knowledge and style," he said.

'Get involved' plea to unions

The teachers' unions in Britain should become more involved in in-service training and professional development programmes, said Mr Barry Taylor, chief education officer for Somerset.

Their contribution so far in this field was relatively minor, but by doing more they could come to the scene as "not solely concerned with pay and conditions of service."

His most striking impression of a recent visit to Canada was the effort of teachers' unions in this area.

Mr Taylor admitted it may be the local authorities' fault that "traditionally some of us may have been reluctant to encourage union intervention in INSET (In-service Training).

But programmes to enhance the skills of the teaching profession were desperately needed, and could be funded by an increase in union dues, which would then need to be accepted as a relevant factor in pay bargaining.

Mr Taylor, in a speech entitled "The Contribution of the Professional Educator," said the most important challenge to the education service was in provision for the 14-19s. "It is crystal clear that the education service will have to run a lot faster along the path which the Secretary of State for Employment has mapped out if it is to keep up with the pace-setters."

He proposed four things: a department of education and training; a radical redevelopment in the curriculum both full and part-time for the 14s to 19s; a national awards council to rationalise all examinations, and a council for curriculums to embrace the Schools Council and the Further Education Unit.

He predicted that the 1980s would be the decade of the youth service.

Schemes criticized

There are some brilliant schemes run by the Manpower Services Commission and there are some terrible ones. Sir Richard O'Brien, chairman of the MSC, admitted to the conference.

"We must eliminate the latter and get the general level to the standard of the former," he said.

In a speech that outlined the contribution of the trainer, Sir Richard also stressed that trainers needed to understand job specific training on its own could not hope to confront the uncertainties which the young would be facing. "The young need to be given the wherewithal to cope with uncertainties and change and the time to learn how to do so."

This meant they needed to have a basic skill and be adaptable. They needed resilience, said Sir Richard.

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Deaf children resort to lip-reading as hearing aids pick up radio messages

CB enthusiasts blamed for lessons 'break-in'

by Sandra Hempel

Citizens band radio enthusiasts have been accused of disrupting lessons for a group of deaf children.

Officials from the Home Office and the Oxfordshire County Council are at present investigating interference which has prevented the six children from using their radio-operated hearing aids over the past few weeks.

The children, all pupils at the Queensway Primary School, Banbury, normally use the aids to listen directly to their teachers without any background classroom noise. Now messages and general interference have meant they have had to switch off the microphones and resort to lip-reading.

Special frequencies are allocated by the Government for use on hearing aids and experts believe that if Citizens Band is responsible then the broadcaster is probably operating on an illegal AM set instead of FM equipment. Tracking down the source of such interference, however, is often a long and difficult job.

"We are not certain that the trouble is caused by CB", said a spokesman for Oxfordshire education department. "It could be caused by one of many factors including electrical interference from pylons or even just bad weather but it does seem to coincide with the date when CB became legal. If it is found to be definitely CB we shall pursue a complaint with the Home Office".

Mr Harry Kayton, Education Officer of the National Deaf Children's Society, said that he had not heard of CB interference on radio hearing aids.

"When I was teaching children with this equipment we occasionally picked up messages from local taxis and there are freak cases where children have heard Radio One but normally it only lasts for a minute or two and is funny rather than a problem".

The equipment is one of the most valuable aids in teaching partially and profoundly deaf children, particularly when they are integrated in ordinary classes, Mr Kayton said. The sets used at Queensway cost nearly £500 each.

Poland: pledge by UK staff

Teachers' leaders in Britain have pledged their support for their colleagues in Poland who are attempting to defend their trade union rights.

Mr Fred Jarvis, general secretary of the National Union of Teachers, voiced his concern over the military takeover in Poland when he went with a TUC delegation to visit the Polish Ambassador to Britain. The delegation asked if a visit to Poland by the TUC could be arranged.

Mr Terry Casey, general secretary of the National Association of Schoolmasters/Union of Women Teachers, who has just been appointed vice-president of the International Federation of Free Teachers' Unions, has endorsed the IFFTU's appeal for the restoration of full trade union rights in Poland.

Meanwhile, the newly-formed European Trade Union Committee for Education, which represents 2.07 million teachers in Europe, has urged all teachers to support all possible measures to help their Polish colleagues.

Cycling record

A record number of schoolchildren is expected to take part in the National Challenge cup cycling competition this year. The event is open to boys and girls up to 15 and there is an under-13-category. The national finals take place on August 1 in Birmingham.

Pilgrims School
Firle Road, Seaford, East Sussex
Tel: Seaford (0323) 892697

Kirklees probes race record

Kirklees Council has opened its doors to the Commission for Racial Equality for a formal investigation into its record on employing racial minority groups. The investigation is being conducted because Kirklees has a substantial ethnic minority population – and not in response to any allegations of discrimination.

Blueprint in battle to save schools

by Diane Spencer

A campaign which saved an Oxfordshire village school from closing could provide a blueprint for other parents who are fighting to keep their schools open.

Parents at Weston-on-the-Green decided to fight the council's closure plans in autumn, 1980; in February 1981 they had won. The story of their victory is told in the current issue of *Voluntary Action*, the journal of the National Council for Voluntary Organizations.

The key figure was the school's chairman of managers, Mr Anthony Henman, a solicitor. He refused to rush into meeting the education authority although the education officer had given the managers three days' notice.

"I told him we would meet at our pleasure, our timing and then we would get in touch – because we wanted to slow it down, to give ourselves time. I realized it was going to be a fairly moderate campaign – nothing hysterical, nothing sensational – that it was crucial to retain people's interest, both in the village and through the press and local radio. So I just sat down that evening and worked it out." He got an action committee formed of the most suitable people and delegated the work. Each had a separate job: talking to parents, writing letters or circulars, typing and printing, collecting facts and figures, publicity and organizing a petition.

The children's contribution was to paint magnificent banners, freshly for each demonstration.

The campaign was geared to the council agenda of a series of four meetings over 14 weeks.

A four-pronged strategy was planned by the action committee:

- **gathering ammunition in the form of facts, figures and arguments;**
- **deploying artillery by using information to lobby individuals and groups at meetings;**
- **getting support in the village, council and central government; and**
- **collecting information from other organizations such as the NCVO and the Advisory Centre for Education.**

Unions clash over moves to halt priority cash

by Richard Garner

Rival teachers' unions have clashed over plans to call a halt to the scheme that gives extra payments to teachers in socially deprived areas.

Local education authorities are determined to bring the scheme to an end, but so far have failed to get teachers' leaders to agree to their plans to stop it.

However the National Association of Schoolmasters/Union of Women Teachers has now claimed that its bigger rival, the National Union of Teachers, is thwarting attempts to get the allowance paid to more schools.

The NAS/UWT cites the fact that the teachers' panel of the Burnham committee, which is responsible for designating schools for social priority area payments, has turned down its request for two schools to be forwarded to the local authorities for inclusion in the scheme.

The two schools – both put before the teachers' panel during the past twelve months – are St Thomas a Becket in Liverpool and Llanllyfni primary school in Gwynedd, where it took a High Court battle before the authority would agree to any schools receiving the payments.

However, Mr Fred Jarvis, general secretary of the National Union of Teachers and leader of the teachers' panel, said he "utterly repudiated" the claim, adding that the two schools had not matched up to the necessary criteria for the scheme.

He said the scheme was now even more important than before "in the light of the unemployment situation and what we saw in Brixton, Toxteth and Liverpool in the summer."

At present, 53,000 teachers in England and Wales receive the yearly allowances – worth £201 (going up to £276 after five years' service) – at a cost of £13 million to local authorities.

The Burnham committee is due to meet on January 19 when the issue may be raised again.

Headmaster deplores change in attitude to scholarship

The regard for scholarship is not what it was, complains the editor of the Welsh Secondary School Association Review in the latest edition.

In his editorial, Dr John Herbert of Lliswerry High School, Newport, Gwent, complains that a recent article in *The Times* on the need to match the number of graduates in any subject to the number of jobs available took as the sole criterion the needs of employers.

"No mention of any pursuit of knowledge for its own sake, no mention of climbing mountains or learning Sanskrit because it's there."

Dr Herbert quotes from a letter written by a fellow head teacher, who asked, "Do you not detect a change in heads over the last 20 years? Are they not now much less concerned with scholarship and much more concerned with managerial skills?

"I see it among our own colleagues at heads meetings. They are much more concerned with means than ends; and even ends are now suitably qualified and scaled down and far removed from the idealism of former times.

"We no longer pursue the highest when we see it. It is no good moaning about this sorry state of affairs; but it is deeply disquieting when one considers the long-term implications for society."

The letter Dr Herbert quotes from also deplores falling standards in school magazines. "Supporters of polite letters and good deportment are in an increasingly hostile (or at best indifferent) environment," the head complains.

The Welsh Secondary Schools Review, Vol 68 No 2 price £1.

Virginia Makins looks at a BBC project

Chipping into the world of computer education

People at the BBC like to justify their astounding decision to produce a BBC computer as the hub of a massive push for computer literacy by saying that it is really just another educational broadcasting effort backed, as is normal, by a varied package of resources.

The first programme in the television series goes out to schools on Monday. (Sunday morning broadcasts for the general public were delayed until February 14, because of technical hitches at Acorn, the firm which won the contract to make the machine.)

But somehow the line that this is just another large scale BBC project is not very convincing. For one thing, there is glamour about computers, but very little about, say, adult literacy (to take the enterprise most like the computer project).

For another, there is the commercial involvement. The BBC's decision to produce their own machine aroused considerable jealous criticism, both from independent broadcasting networks and from computer firms.

But the decision seems to have been triumphantly justified by the public response. Since September nearly 50,000 people have contacted the BBC to ask about the project. Long before Christmas, 8,000 people had ordered machines (costing £225 or £335), and Acorn had, for a time, stopped sending out order forms to slow down demand.

They felt that, having done general computer awareness programmes, the next thing needed was a series about more detailed uses of the machines – what they could do, and how to make them do it.

And, somewhere along the line – they cannot remember just where – inspiration struck. People would get much more out of any computer education series if they could get their hands on a machine.

So they put up a project to get a British micro designed to their specifications. It was just the sort of imaginative decision that you might expect a large public corporation to

A lesson in basic computer technique for these young pupils

funk in difficult times. But by that time the educators had some powerful allies.

The Department of Industry was getting very keen on boosting British computer literacy. They argued that the BBC scheme might well give a temporary commercial advantage to one manufacturer – but in the long term, interest it generated would greatly boost interest for the others.

The education world provided more predictable supporters. The feeling that schools should do something about computers was growing, and a ready-made adult education series, backed by a good, cheap machine, seemed just the thing to catapult teachers and children into the computer age.

And all the time, the educators argued they were just doing what they had always done – providing a whole education package, with programmes backed by material resources (after all, a computer was just an extension of normal books and records) and a national network of referral centres, using existing organizations.

In the end, the top echelons at the BBC agreed, a machine was found to meet the BBC's complex specification – they wanted a computer that could grow into a sizeable system, capable of receiving the proliferating new information technology, and with pretty fancy capabilities on colour, graphics and sound.

Now all that remains is to see what happens. *The TES* will shortly have a technical review of the machine, and a review of the television programmes and software.

Over the year, we will be writing reports of what happens when a group of average computer illiterates in a primary school and at home try to use the machine, and the BBC package that goes with it.

Chairman rejects conference criticism of plans for 16–plus

New exams criteria 'to widen competence'

The new 16-plus exams now being planned could mean a much wider spread of competence in foreign languages according to Mr Michael Buckby, chairman of the committee given the task of devising the ground rules to cover the new French exams.

At the annual meeting of the Joint Council of Language Associations in Coventry this week, Mr Buckby angrily rejected criticisms of the new exams by the National Council for Educational Standards, a right wing pressure group. He said they were the work of educational politicians trying to prevent schools providing a better education for all.

He accused the NCES of specious arguments about excellence and called Professor Brian Cox, chairman of the Council, "a black Robin Hood taking from the many to give to the few."

"He is like the director of a driving school who is only prepared to teach future world motor racing champions," said Mr Buckby.

"The best breeding ground for excellence is general and widespread competence in which those who can excel can do so."

He refuted the suggestion that the proposed new criteria for 16-plus French exams meant any lowering of standards, and he warned against confusing high standards with high demands.

"Unrealistically high demands produce unnaturally low standards," said Mr Buckby. If too much was expected of students their efforts were dissipated in half learning and poor understanding.

There was widespread acceptance of the need for greater difference between what we expected from the most able and the last able in foreign language learning. He maintained O level standards had actually increased in recent years as pupils were now expected to hear and speak the language as well as read and write it.

In the proposed new French exams a "point" would be awarded for "passing" sections of the exams devoted to four language skills (listening, speaking, reading and writing) at two levels (basic and extended). This gives a possible maximum of eight "points" which would be awarded a grade one. Seven points would get a grade two, six a three and so on to a grade seven for one point and unclassified for no points.

This means a grade three (equivalent to an O level pass) would be possible without even taking the parts of the exam requiring the writing of French, though the top grades one and two do require adequate attainments in this skill.

Mr Buckby said the basic and extended tests would fit in very neatly with levels four and five of the graded tests that are rapidly gaining ground in language classes.

He thought a less negative system of examining; showing tolerance and respect to a wide range of pupils was within sight and this would in turn contribute to a more tolerant and unprejudiced society. "The bitterness engendered by the present intolerent system goes deep," he warned.

There were clear disagreements in the profession about how best to proceed and feelings were running high, he recognized. But he appealed for tolerance and sensitivity in the discussion of the new exams and realism about what could be achieved by real teachers in real schools.

"There is no point in pretending all foreign language teachers are in complete agreement but we must not let the critics dominate the discussion and lose sight of the areas we do not disagree on. The Black Paper reactionaries are just waiting on the sidelines to distort and exploit our minor differences," he warned.

Of the four sets of subject ground rules so far produced for the new exams (English, French, History and physics) those for French arguably propose the most radical shift away from the present position. But of the four they seem to have attracted the least amount of hostility from teachers so far. They go some way towards recognizing the developments in curriculum and assessment many language teachers have long felt the need for. These include the graded tests scheme in which Mr Buckby has been a leading light, and moves to ensure the language used in both class and exam is realistic, authentic, everyday communication.

Most of the criticism voiced at the JCLA conference came from those who thought the reforms did not go far enough. Mr John Davidson, Secretary of the JCLA, said the proposals would be no better than the existing exams at reducing pupil alienation; encouraging thoughts about the whole curriculum; informing employers, parents and pupils about attainments or providing pupils with a continuing stimulus.

He wanted a system of graded tests. They did not suggest a "do or die" exam or that language learning could not be taken up again once dropped. They would be a bigger step forward said Mr Davidson. Mr Buckby, on the other hand, argued for a smaller step that everyone could manage.

According to Ms Hazel Adams, principal assistant secretary of the Yorkshire CSE board, the votes of French teachers were evenly split between the "keep dictation at all costs, grammar school party" and the "authentic language party".

She detected a note of cynicism creeping into teachers views as well. One teacher wrote of the new exams, "What a lovely jamboree" . . . politicians were increasing their popularity by making everything seem so simple; careerists on the fringes of education were having the time of their lives on committees; miles of paper were being produced; questionnaires distributed to teachers so they could not grumble afterwards "and 40 per cent of the kids are quietly being cut out of the exam system."

The Buckby committee had failed to agree on some points but she highlighted those areas on which the committee had reached a view. It agreed there needed to be different objectives for different abilities; that writing was essential for grades one and two; that equal weighting should be given to listening, speaking, reading and writing; that only authentic tasks and materials should be used; that teachers should assess oral attainments (but nothing else) and a majority of the committee thought summaries, precis, dictation and prose translations were "inappropriate" at this level.

The committee had also cautiously supported multiple-choice objective tests but many teachers were against these because they were said to have a harmful backwash effect on the curriculum, Ms Adams said.

The new 16-plus also featured prominently in the 20 or so resolutions taken at the end of the JCLA conference. There was a clear wish not to pass anything that inferred criticism of the principle that O level and CSE should merge but the conference agreed:

- the new language exams should be suitable for all abilities and a much wider age group than just school leavers;
- they should concentrate on testing practical everyday communication;
- they should be flexible enough to take in graded tests;
- the requirements of higher education should not be allowed to dominate the new exams;
- there should be combined language certificates (German with Spanish was one example).

A proposal that all exam boards should make their marking schemes available to teachers was emphatically carried by acclamation.

Joint Council of Language Associations annual meeting

Bob Doe reports

Call for ban on dictation

Translation and dictation tests should be banned in the new 16-plus language exams, says the Modern Language Association.

The Association's views on the new exams were released at the conference of the Joint Council of Language Associations, the umbrella organization incorporating the MLA, the Russian, Spanish, Italian and German Teachers' Associations and the British Association for Language Teaching.

The MLA wants language exams to be made easier for the less able while the standards of the higher grades are maintained. It says exams and syllabuses should concentrate on real communicative skills and the language used in tests should be authentic examples of the language used in everyday life.

The new language exams should be seen as statements of attainment, not just qualifications for those who are intending to specialize in languages.

"The examination must seek to reveal areas of competence in candidates rather than to highlight areas of ignorance," says the MLA statement on the new exam proposals.

"The standard required for the award of higher grades must not be allowed to fall. Indeed, by providing an examination more relevant to pupils' needs and interests, the level of competence will be raised.

"Yet we suggest for the lower grades, and especially for those pupils who are at present outside the examination system, that the area of competence should be reduced and more closely defined so that the general level of achievement within a restricted range of skills may be raised."

Competence in practical communication was of "crucial importance" and this meant syllabuses and exams must avoid artificiality.

All pupils should be required to show they could understand the written and spoken language and make themselves understood in it.

"Writing in the foreign language is a skill not appropriate to pupils of lower ability. It is a skill that should be tested at Grades 1 to 3 only," says the association.

In addition, it wants an alternative exam offering the full range of grades that does not require the candidate to write in the language.

In tests of the written language there is no place for prose translations, translation into English, dictation or Cloze tests (filling in words or phrases omitted from a text."

Pupils in their school's language laboratory. More advanced computer teaching aids will soon be available

High technology aids would help motivation professor says

Some new "high technology" teaching aids that would soon be available for classroom use and which would be of particular help in teaching the less motivated language learner were described by Professor Frank J Knowles, professor of language at Aston University.

A computer controlled language laboratory would not only display television pictures fully synchronized to the sound but would instantly convert spoken language into written forms and *vice versa*. This would allow the student to see written down what he had just said or convert anything written in the language into words "spoken" by the computer.

Machine translation was not far off and he predicted students would soon be able to carry electronic dictionaries and encyclopaedias just like calculators.

But Professor Knowles complained about the English grammar being taught – or not being taught – in schools. It was handicapping students attempting advanced language work, he said.

"Their tutors are trying to teach them to handle French or German in a way in which they cannot handle English."

Call for compulsory foreign studies for pupils over 16

Every pupil in full time education after the age of 16 should be studying a foreign language, Mr Alan Moya, deputy director of the Centre for Information on Language Teaching (CILT), told the JCLA conference.

"If parents knew continuing education after 16 meant continuing with a language there would be no argument about the status of languages before 16," he said.

He described a new project backed by the London Chamber of Commerce to encourage more sixth formers who are not specializing in languages to build on their 16-plus language work.

The Foreign Language at Work (FLAW) scheme will take up two hours a week for one or two years in the sixth form course. It concentrates on practical conversational skills, reading and listing with little emphasis on writing.

There is no formal external exam. An assessment by the teacher of the work covered is endorsed by the LCC.

Mr Moya is looking for schools prepared to take part in the pilot scheme. The address of CILT is 20 Carlton House Terrace, London SW1.

Nuffield may study decline of the modern

A two-year national inquiry into the decline of modern languages in schools and colleges is being considered by the Nuffield Foundation, it was revealed at the JCLA conference.

A proposal from the National Council for Modern Languages in Higher Education for an inquiry into the needs and resources of modern language teaching was turned down recently by the Department of Education. But now the foundation is said to be giving "favourable" consideration to a modified scheme that will also consider the position in schools.

Mr John Galleymore, the secretary of th national council, told the JCLA conference that there was "some hope" the foundation would now fund this.

With middle schools threatened in some areas
Virginia Makins visited one to see what it offers

This is no piggy in the middle

West Moors Middle School in Dorset is now in its fifth year. It started with many advantages: the local education authority believed in middle schools, as did its staff, and it had a new, specially designed building.

The head, Mr Frank Jacobs, came into teaching after 20 years in the RAF, and has taught all his career in middle schools.

He is "nutty keen" about them he says. "I'm not saying that things happen here that don't happen in primary and secondary schools, but the ethos is right to get it all happening in the same place."

West Moors certainly seems calm, cheerful and busy. The day starts with a broadcast: staff messages and music are put out from the school's radio station by a team of child newsreaders and engineers.

At lunchtime, staff and children go in for music or cross country practice, or planning the Friday afternoon radio magazine, produced by the children: "Hallo and welcome to the greatest show on earth."

On Wednesday afternoons, all children and staff pursue "special interests" ranging from typing to fossils. After school there are more clubs – and plenty of staff meetings of various kinds.

West Moors takes 498 children, aged nine to 13, with a staff of 24 and one half-timer. Its catchment area provides a mix – there are resettled gypsies, professional families and a fair number with social and economic problems.

The building has suites of rooms with four classrooms – one for each year group – a hall, specialist rooms for science, home economics, economics, and art craft and design, and a library and resources area that is currently eaten into by a makeshift classroom for a bulge-year group, with five forms.

It all seems very manageable. Each year group has its own team of staff, and its own coordinator. There are also subject coordinators, almost all of whom teach in year teams.

Specialists can keep track of all the mainline work going on in the year groups, and inject their own specialities into it. So there is a good chance that English and mathematics or even science or art, craft and design can be taught across the curriculum.

For example, the language coordinator, Jill Taylor, looks at all the topics being planned, and suggests literature to fit or illuminate them. Science is always taught to third and fourth years by two teachers – one a specialist, the other a class teacher.

Sometimes the specialists run workshops in their subjects for other staff. "It helps that every middle school teacher expects to teach English and maths" says Alan McKechnie, the maths coordinator.

You only have to look at the teacher guidelines for topic work to see the systematic planning that takes place. "Because our operating style is informal, the underlying structure has to be especially strong", said Frank Jacobs.

For example, the guidelines for a first-year topic on space started with a list of aims – for content, skills and general attitudes. It then listed aims and content for various subject areas – language work, maths, science, art and craft, music and drama, religious education.

It suggested extra work for able children, and ended with a detailed plan to evaluate all the results.

Work on the classroom walls reflected the ambitious range of the guidelines. Children had illustrated the Creation according to Genesis, worked on the solar system, made models, and conducted experiments on heat and air: "The paper towel in the bottom of the jar didn't get wet because the air in the jar wanted its own room."

Meanwhile, there was clearly a lot of attention to basic English and maths: "Remember your full stops, they're *so* important", a young teacher was saying to a small girl.

The staff I talked to firmly believe that all age groups gain from being in a middle school. The younger ones get their own secure base, but their teachers are working in a stronger curriculum framework and with more specialist support than many primaries can muster.

The 12 and 13-year-olds get the lion's share of the school's specialist resources. "The younger children in secondaries are often deprived, in terms of both staffing and resources", said Neil Saunders, the deputy head. The school has a clear plan to cater for slow and able children.

Children with learning or behaviour difficulties can be carefully handled in a school where all the teachers will know them fairly well, and are aware of difficulties. And the school has a remedial teacher and counsellor, Dick Noon, who is always on hand before, after and during school to field a child causing problems.

Recently, with the basic curriculum well established, the staff have been working on ways of blurring the edges of subjects, and demonstrating their immediate relevance to children's lives.

Last year they had a "Sci-Tech" week when the timetable of a group of fourth years was abandoned, and they worked on design problems – trolleys for PE equipment, a school pond, a pedestrian bridge across the main road – that required science, art and craft, maths, and social and scientific research. It was a heavy week on both materials and staffing, but it showed a lot of possibilities.

The children I met inevitably had plenty of grumbles about the everyday grind, about French ("They rabbit on and you say 'Oui'"), or the pointlessness of studying Netsilik Eskimos. (Many teachers shared the grumbles about French, and the Netsilik are now taking a back seat in humanities work.)

I talked to three children who had been to big comprehensives. A mature and attractive 13-year-old girl glumly said "small", when asked her view of the school. A fourth-year boy had mixed feelings. He was happy at West Moors, but felt "They pushed you harder on things like Algebra" in his Cambridgeshire comprehensive.

His friend, from a big Manchester comprehensive, definitely preferred West Moors. "There were more things at my last school, but here we use things more because it's easier to get at them. And you get more time for your friends," he said.

One of the main aims of all the work is that children should be taught how to learn, how to frame questions and set about finding answers. Frank Jacobs likes to quote the girl from a big secondary who found West Moors an easy option at first, but ended up saying: "You teachers are clever. You make us think. I never had to think in my last school."

Mr Jacobs fears that there is a serious danger that the aims and idealism of middle schools will be lost for no good reason. He believes he has evidence that middle schools are succeeding in their intentions.

And, he says: "There's a lot of evidence that secondary schools are failing for a large number of the children in them."

Saturn rising over West Moors' headmaster Frank Jacobs as he discusses projects in the classroom

Tripping the light fantastic to a heavy beat at end-of-term disco; lunchtime bulletin from the school's radio station

Doctor attacks phonetic teaching

C-A-T = cat – the phonetic method of teaching reading is causing thousands of children to leave school without learning to read and write properly, claims a language expert.

Dr Neville Brown, who has been running a unit for dyslexic – word-blind-children in Lichfield for five years, claims he has had a 99 per cent success rate.

Instead of teaching a word in phonetic chunks, he teaches it by using pictures and signs.

Dr Brown will be opening an independent school for dyslexic children on January 14 in Lichfield.

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Call to end clergy inspection of RE

An end to the practice of clergy inspecting religious education in Northern Ireland schools is called for in the latest issue of the *Northern Teacher*, journal of the Irish National Teachers' Organization and the Ulster Teachers' Union.

Dr John Greer, lecturer in RE at the New University of Ulster and Mr William Brown, adviser to the South-East Education and Library Board, argue that responsibility for the subject should be transferred to the inspectors to make it like other subjects.

This should also apply in Roman Catholic and Church of England schools if they are doing religious education at CSE and GCE level.

"Where religious education involves the spending of public money on equipment or resources or where specialist teachers are undergoing probation, inspectors should operate as in other subjects."

Under the present arrangement, clergy of the Church of Ireland, Presbyterian and Methodist churches visit the school either on a certain day or over a period and spend some time in class. A survey 10 years ago found that only three in 10 teachers in controlled schools expressed agreement with the existing system.

"Only 9 per cent of men and 14 per cent of women agreed that to inspect the work of the teacher and pupils was an acceptable role for clerical inspectors."

In a separate paper, Mr Brown maintains that schools resent the present role given to clergy, "unwelcome in the main as inspectors but would be most welcome by almost all schools to give supportive advisory-pastoral help".

At present, teachers may be encouraged to concentrate a few weeks before the inspection on producing a "shop-window" effect of responses to a few set passages. "The rest of the year may be virtually without any RE at all.

"Clerical inspection of the traditional kind focuses unduly on the recall of facts. Thus it encourages teachers to work for memorizations rather than understanding and the development of skills."

Above all, teachers resent being examined by those who are not professional educators. And, no other subject area is examined in this way.

The authors of the article also point out that specialist teachers of religious education cannot complete their probation like other teachers. They are either examined in a subsidiary subject or approved on the basis of a report by the head who has, in fact to "inspect" them.

"This anomaly arises out of the regulation that prevents any but a clergyman or other suitable person inspecting RE."

In any case clerical inspectors have no power to effect change and their reports are largely ignored. "Examination of a number of clerical reports shows very little criticism and a number of generalizations and common phrases appear to be juggled around and used in every report."

The authors point out that grammar schools, both controlled and voluntary, are not subject to any inspection and now are taking in the Belfast area about 40 per cent of the 11-plus intake.

"Any system of inspection should be consistent and applied to all schools without discrimination."

Most Church of England and some Roman Catholic schools already invite inspectors in. "Where religious education has open, educationally defined aims it should be subject to the oversight of Her Majesty's Inspectors."

Bert Lodge

New cash system as building and equipment allocation is cut

L.e.a.s get spending limit

The Department of Education has written to each English local education authority telling them how much they may spend on buildings and equipment next year.

The total allocation of £292.3m is a substantial cut on this year's £355.5m. But the DES says the difference arises because there was a lot of "mopping up" from the old system of controlling capital spending, under which some councils had run up large bills for projects dating back five years.

Under the new system, introduced by the Local Government, Planning and Land Act 1980, the Government hopes to keep much tighter control of capital spending. Instead of being told the total value of projects to be started in a year, local education authorities are now given a limit on all capital spending the may incur in that year.

This includes everything from nursery schools to polytechnics, and covers furniture, equipment, plant and machinery, land and professional fees as well as construction costs.

The Government hope that councils will have finished paying off their old bills by the end of the current year and can then start afresh. Major projects will be expected to take up to three years and minor projects not more than two.

The allocations are not grants, they simply set limits on the amount of capital spending authorities may incur. But that amount, like most local spending, is subsidized by central government through the rate support grant.

Although the DES says in its letters to councils how each allocation has been made up, including the major projects and special education schemes, authorities are free to spend the money as they wish. The department says, however, that it hopes they will give "appropriate priority" to nursery and special education schemes.

The letters also give separate allocations for capital spending by the governors of voluntary aided and special agreement schools in the area. This is not part of local authority spending, but it gets an 85 per cent grant from the DES. The rest must be found by the governors.

Biddy Passmore

Education Capital Expenditure 1982–83

	£s at 1982-83 outturn prices Total prescribed expenditure £	Capital Expenditure by voluntary bodies £
Isles of Scilly	–	–
Avon	4,295,367	165,000
Bedfordshire	4,141,706	172,000
Berkshire	4,874,997	200,000
Buckinghamshire	7,105,790	268,000
Cambridgeshire	5,462,153	194,000
Cheshire	6,185,151	1,035,000
Cleveland	3,668,656	356,000
Cornwall	3,125,905	229,000
Cumbria	1,373,596	345,000
Derbyshire	8,490,005	576,000
Devon	7,756,792	49,000
Dorset	2,577,549	93,000
Durham	2,036,955	219,000
East Sussex	4,964,912	35,000
Essex	7,235,977	514,000
Gloucestershire	2,581,739	223,000
Hampshire	9,616,956	388,000
Hereford and Worcester	2,345,943	285,000
Hertfordshire	3,231,821	406,000
Humberside	6,760,595	145,000
Isle of Wight	474,718	18,000
Kent	5,751,417	1,404,000
Lancashire	8,308,137	706,000
Leicestershire	6,429,905	794,000
Lincolnshire	3,799,383	301,000
Norfolk	5,195,683	843,000
North Yorkshire	2,524,287	94,000
Northamptonshire	3,084,982	41,000
Northumberland	2,290,749	175,000
Nottinghamshire	4,903,238	259,000
Oxfordshire	4,272,850	47,000
Salop	3,132,267	114,000
Somerset	1,517,033	888,000
Staffordshire	8,428,017	588,000
Suffolk	3,606,819	136,000
Surrey	1,885,637	640,000
Warwickshire	3,366,868	259,000
West Sussex	2,306,448	129,000
Wiltshire	2,978,111	526,000
Metropolitan districts		
West Midlands		
Birmingham	5,976,397	576,000
Coventry	3,221,616	27,000
Dudley	2,361,070	402,000
Sandwell	1,650,577	31,000
Solihull	370,516	94,000
Walsall	3,019,143	287,000
Wolverhampton	2,471,107	147,000
Merseyside		
Knowsley	419,947	159,000
Liverpool	3,462,488	643,000
St Helens	3,359,702	147,000
Sefton	378,598	369,000
Wirral	696,178	1,141,000
Greater Manchester		
Bolton	2,866,800	65,000
Bury	638,104	47,000
Manchester	3,867,039	294,000
Oldham	851,877	172,000
Rochdale	1,852,992	622,000
Salford	1,368,523	122,000
Stockport	1,383,662	156,000
Tameside	1,526,358	181,000
Trafford	403,580	223,000
Wigan	2,624,240	766,000
South Yorkshire		
Barnsley	401,733	106,000
Doncaster	1,511,983	152,000
Rotherham	405,112	559,000
Sheffield	2,666,927	24,000
West Yorkshire		
Bradford	4,446,592	779,000
Calderdale	998,678	29,000
Kirklees	4,045,991	96,000
Leeds	4,826,106	146,000
Wakefield	2,711,026	8,000
Tyne and Wear		
Gateshead	500,521	66,000
Newcastle upon Tyne	2,092,026	108,000
North Tyneside	857,656	24,000
South Tyneside	1,667,833	–
Sunderland	2,780,308	47,000
Greater London		
Barking	2,391,211	–
Barnet	2,214,339	260,000
Bexley	678,818	82,000
Brent	835,572	342,000
Bromley	948,752	118,000
Croydon	358,033	24,000
Ealing	1,817,022	185,000
Enfield	456,309	81,000
Haringey	2,071,000	147,000
Harrow	336,501	21,000
Havering	390,125	24,000
Hillingdon	1,685,944	94,000
Hounslow	1,987,250	24,000
Kingston-upon-Thames	1,981,814	8,000
Merton	386,435	347,000
Newham	2,500,639	–
Redbridge	912,479	212,000
Richmond-upon-Thames	373,261	48,000
Sutton	156,649	76,000
Waltham Forest	1,693,632	–
ILEA	12,443,820	3,181,000

Councils chief attacks 'unjust' targets

The Government's new scheme of setting at least two separate spending targets for each local authority is both "confusing and unjust", the leader of the metropolitan councils said last week.

Mr Jack Smart, chairman of the Association of Metropolitan Authorities, pointed out that authorities that had gone to great lengths to meet their targets last year now found they were being asked to make even greater cuts.

Metropolitan l.e.a.s that met or spent below target last year include Enfield, Harrow, Havering, Kingston, Richmond, Salford, Doncaster, Rotherham, North Tyneside and Wakefield. But all were being asked for further cuts of at least 3 per cent next year, with Doncaster worse hit at 5 per cent.

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France / Barbara Casassus

Two-year scheme aspires to full employment for school-leavers

On-the-job training missions to cost government £200m

PARIS: No 16 to 18-year-olds will be unemployed by the end of this year if the French Government's plans to provide vocational training to all unqualified or unskilled school-leavers in this age group succeed.

An ambitious £200m programme has been unveiled to offer vocational training to about 160,000 16 to 18-year-olds from September.

The scheme, inspired by a report on the "professional and social insertion" of 16 to 21-year-olds, prepared by M. Bertrand Schwartz, a Paris university professor, involves combined theoretical instruction and on-the-job training for up to two years. Trainees will receive salaries, possibly of £50 to £75 a month, and their courses will be intended to lead to stable employment.

Coordinated by a new central body for employment, the scheme will be run on a decentralized basis by "missions", to be set up by local authorities and specialist agencies.

In addition, 15,000 or more places are to be made available in technical training secondary schools (LEPs) in 1982–83 and efforts will be made to encourage the 5,000 who drop out from LEPs each year to stay on.

Although the first decisions on the report's findings concern training and employment, Professor Schwarz's brief was much wider. He says that the work ethic, which has dominated the values of previous generations, no longer holds the same importance for today's youth and he advocates a wide range of innovative measures on housing, health, leisure, the penal system and the media.

This wider approach has been endorsed by the Government, and the new vocational training plan will come under the responsibility of six ministries. However, it is in the training and work spheres that further proposals seem most likely to be implemented first (those relating to 18 to 21-year-olds are still being studied).

Some of the suggestions have already been taken up, such as work-sharing, early retirement to allow for a young replacement to be recruited and community help schemes. (*The TES*, October 9).

Others could well follow, like replacing the "all or nothing" system of scholastic qualification by credits, which would be valid towards vocational training qualifications.

Professor Schwarz condemns the present system of offering employers incentives to recruit and train youngsters, which is partly replaced by the new plan, for merely reacting to immediate needs, rather than creating a structural framework that can adapt to changing requirements.

The Netherlands / Lynn George

Work and skills plan for young offenders

AMSTERDAM: Holland is to start experimenting shortly with alternative sanctions for young juvenile offenders. An advisory work group has been set up by the Ministry of Justice and will have the power to try and get a range of experimental sanctions off the ground.

Criminal juvenile law in Holland applies to young persons between 12 and 18, and in certain cases to adolescents over 18 and under 21 (to whom adult criminal law would normally apply.)

Present punishments and measures for young offenders range from reprimands and fines, to punitive supervision and commital, to short-term correctional schools.

These provisions are seen by judicial authorities as too limiting as they do not call enough upon the personal responsibility of the young person and have frequently harmful effects.

In an advisory report published earlier this year, the Anneveldt Committee recommended that alternative sanctions should have a definite educational content. "The aim should be to bring a positive change about in the behaviour of the youth involved, by making him more aware of the consequences of his behaviour for the individual."

The committee proposes introducing a range of compulsory training programmes, courses and work activities aimed at developing social skills and preparedness for society of young offenders. Courses, for instance, could be aimed at improving language skills, or training in concentration and staying power necessary for jobs. At the Pedagogit Institute and the Free University in Amsterdam young people between 14 and 20 who have been in conflict many times with the law are already successfully receiving training in social skills on the assumption that a lack of such skills can generate delinquent behaviour.

The alternative sanctions will supplement existing measures, and will be carried out by young people in their spare time and from their own home. Length of sanctions will range from four hours to one hundred and fifty hours and will have to be completed within six months. The course of action taken will depend on a young person's age and needs, and should in no way infringe on his religious and political beliefs. It is also not the idea that young offenders should fulfill activities which might otherwise have been carried out by paid manpower.

The young offender and his legal guardian may decide together whether to accept an alternative sanction or not, and should they disagree on this point then the court shall have the final say. The Anneveldt Committee stresses the need for guiding minors closely while carrying out alternative sanctions. It is envisaged that Child Welfare Boards who function for all child welfare work in their district, will have the ultimate responsibility for the new sanctions.

According to a survey carried out among juvenile judges in 1980, alternative sanctions are already practised in several districts, especially as far as crime against property and acts of aggression are concerned.

These sanctions take the form of helping the victim in some practical way, or restoring damaged property to its former order. The experimental sanctions which, if proved successful will become part and parcel of the legal package of provisions available to juvenile courts lie in with alternative measures just started this year under adult criminal law. In a handful of districts, adult offenders, instead of the more usual sentences, are being given community work.

U Thi Ha, head of the English Language Centre, Rangoon, which publishes English language textbooks, talks to a teacher at Essex Infant School, Manor Park, London, about teaching materials.

Burma / Della Denman

Inevitable English

RANGOON: Burmese people educated during Burma's past 20 years of xenophobic socialism are commonly referred to as the "lost generation".

Before the 1962 military coup which ousted Premier U Nu and installed General Ne Win, the medium of education in all Burmese schools, colleges and universities was English, and most Burmese were bilingual. A legacy of British rule, the language was virtually outlawed along with all other outside influences under Ne Win's rigid self-reliant policies of the 1960s. It became just another subject taught only in secondary schools.

Only recently, as the Burmanization economic programme has relaxed to admit foreign aid, has the Government realized the consequences of the inward-looking move. This year, in a sudden about-turn, English is being boosted as never before.

Civil servants are being rushed off to crash courses so they can communicate with newly arriving foreign aid advisers. English textbooks are being updated and rewritten to enable children to learn the language from kindergarten level upwards. Burmese television is broadcasting teach-yourself-English programmes which are then reproduced in Rangoon's two English-language newspapers. The Education Ministry is planning to bring back English as the medium in senior secondary school classes and at universities.

The language revival apparently began when president Ne Win discovered his daughter had failed to get into a British medical school due to her lack of English. Ne Win stepped down in November to make way for a younger president, but he is still chairman of Burma's ruling party and its main policy maker.

Burmese young and old are enthusiastic over the new commitment and although tuition outside the state system is illegal, many are sending their children to private tutors.

"A whole generation was made guinea-pigs in a socialist experiment which got nowhere," said one embittered middle-aged Burmese who, like most of his contemporaries, speaks English as fluently as Burmese. "The question now is whether we have the resources, the materials, and enough English-speaking teachers to carry the programme through."

British teachers seconded to the Burmese government are now trying to keep pace with the new flow of students. The roll of adult students in the English department at Rangoon's Foreign Language Institute, for instance, has soared from 70 to 360 in the past three months.

"Ninety per cent of them are senior government officials," Mr Ken Nichol, the department's Scottish head, said. "All state corporations have been instructed to send their people along and yet we still have only 14 teachers. The country badly needs an organized teacher-training programme."

The Burmese Government's refusal to recognize copyright has to some extent made up for the lack of textbooks and their high cost. A teacher merely takes the latest hardback handbook to the local printer and paperback copies are rolled off within hours at a fraction of the original cost.

The language drive is to be followed by an updating in educational standards and a restructuring of university courses. Since English was neglected, the quality of Burmese students has reportedly declined.

"Fluent English is essential for advanced scientific and medical studies," one Burmese teacher pointed out. "We've lost one generation. Let's hope we can make up for it in the future."

● An education delegation from Burma recently visited Britain to study the GCE examination system including setting, marking and standards, and teaching of English as a foreign language. Their visit, which was arranged by the British Council, is related to plans to remodel the Burmese examination system on British lines, particularly O and A levels.

USSR / Kenneth Shaw

Minister concerned over nursery school attendance

More Russian children should go to nursery school, according to the Education Minister, Mr M. A. Prokofyev.

At present, 55 per cent of those entering the first year of education have had some kind of pre-schooling. In towns and cities the figures are even higher – 74 per cent, and in Moscow higher still – 90 per cent.

The new five-year plan will see these figures go higher. But there are problems, and the Minister wants to see greater standardization of nursery schooling, so that when primary schooling begins all children start from the same level.

Most children who attend kindergartens in Russia do so for from nine to 12 hours a week. Most of the time is given over to physical exercises and musical education.

In a report on the 26th Congress of the Communist Party of the Soviet Union, the Minister also examined links between the family and school. Mr Prokofyev recommended that more attention should be paid to linking work and leisure among young people. He points out that summer holidays are lengthy – from 10 to 14 weeks. Many schools organize camps for their pupils but too little time is spent on work, he felt.

Within schools, children must be told how much education costs. Do our children know, he asked, that the place on which the desk stands cost the state 1,000 roubles, and that the child's education cost almost 200 roubles a year?

In higher education, the Minister reported that the previous five-year plan, which ended last year, saw rapid developments in training educational specialists.

The system received 784,400 specialists including 426,000 from the daily higher training institutions; and 358,400 from teacher-training establishments.

The USSR now has 629 training colleges. During the period 1976 to 1981, the Government opened 97 new colleges for teacher training and also two establishments for training teachers in Russian language for teaching non-Russian speaking children.

Educational training plans include improvements in the training of history and social science teachers, especially in relation to the state and the law. Work is also going ahead on setting up faculties for training lecturers in elementary military instruction and physical education.

Making one of his repeated attacks on the formalism of Russian education and the over-emphasis on examination grades, the Minister hinted that schools are to be evaluated by means other than exam successes.

All children must receive a sound secondary education, he asserted. But unfortunately some people are attempting to deceive the state and the pupils by undeservedly awarding pass grades to those who have not acquired the minimum required marks.

The Minister pointed out that there are now 5.5 million people employed in the Soviet education system and the budget for 1980 showed a spending of 15,000 million roubles (£96m).

Out to play . . . Russian children enjoying life at kindergarten

Japan / Martin Roth

Classroom violence rises

TOKYO: There were 1,558 cases of violence at Japanese schools during 1980 – 29 per cent more than in the previous year, according to a Japanese Government white paper on youth, released last month.

A total of 9,058 pupils were taken into police custody during 1980 as a result of the incidents. This was 34.4 per cent higher than in 1979.

The report said that most of the violence was caused by pupils aged 11 to 14 at junior high schools. These pupils were generally of below average intelligence, and were frustrated in attempts to pass tough examinations for advanced education.

The paper analysed these pupils as generally having a weak and self-centred personality, and often with an over-loving mother and a weak father.

Altogether 166,073 minors were taken into police custody during 1980, a postwar record the report said.

The previous peak years were 1964 and 1951. The paper said juvenile crime had been steadily growing during the 1970s as Japan became a more advanced and complicated society.

United States/Peter David

Art of the unknown

WASHINGTON: Only a quarter of the United States' 13-year-olds and just over a half of its 17-year-olds are able to identify the *Mona Lisa* by country of origin or historical period, according to a national survey of schools published last week.

The survey, the first to look at pupils' knowledge of art and music since the 1970s, was conducted by the Government's National Assessment of Educational Progress and entailed tests and interviews with more than 95,000 children.

It found that while most pupils had "positive attitudes" towards music their knowledge about music – particularly its formal elements and symbolic representation – had declined. In the visual arts, children were less inclined to regard it as important and more traditional in their attitudes towards different styles of painting.

The report blamed the structure of the school curriculum for much of the poor performance. It said that many children receive no formal instruction in the arts until they are 12 or 13 years old, and even then the emphasis tends to be on performance rather than appreciation of the arts or their history.

Nevertheless, the report noted, "the majority of students do not appear to design or draw particularly well."

In the case of music, however, three-quarters of the children surveyed expressed enthusiasm about it. Knowledge of musical styles and history had neither deteriorated nor improved since a previous survey in the mid-1970s, but there had been a diminution of knowledge about musical notation and the formal elements of rhythm, pitch and tone.

In the visual arts, children tended to be more conservative in their tastes than they used to be. The report noted that appreciation of works such as Michelangelo's *Moses* and realistic paintings had not declined such the mid-1970s. But children were now much less likely to approve of an African mask or a Mondrian painting or rectangles in primary colours.

Despite these disappointing results, the survey discovered that most American children received substantial exposure to the arts at school. About three-quarters of the 13-year-olds and one in six 17-year-olds reported taking art classes.

Eighty-four per cent of nine-year-olds and 72 per cent of 13-year-olds reported that they were being taught music at school.

Commenting on the findings, Mr Roy Forbes, director of the survey, said it revealed a contradiction in national attitudes towards the arts.

"As a society we value art and music and place importance on them. Yet we provide very little opportunity for students to receive a formal, structured education in either area – other than perhaps at the junior high school level."

That enigmatic smile . . . but few pupils know who the woman is.

Mozambique/Joseph Hanlon

Primary pay parity

MAPUTO: Mozambican primary school teachers are to receive the same salaries as secondary and technical school teachers. Pay for all teachers will be based only on training and experience. Previously, primary teachers had to become secondary teachers to gain promotion and a higher salary.

The new salary scale and a newly formed National Teachers Organization are both part of a continuing programme to organize and consolidate the education system after the post-independence pupil explosion.

Most Mozambicans were excluded from the colonial school system, and most trained teachers were Portuguese who left at independence. As a result, there was a doubling in pupil numbers just when there were the fewest teachers.

The only answer was to send pupils back to teach as soon as they finished school themselves; teenagers with only four years of schooling were often teaching third or fourth primary school class. Teacher training institutions have been set up since independence, but statistics released at the opening of the new teachers organization show that of Mozambique's 21,500 teachers, only 21 per cent have any kind of professional training. They are also a very young group – the average age is between 20 and 25 years old.

The new National Teachers Organization (*Organizacao Nacional Dos Professores*) seems mainly intended to give increased status to the teaching profession. The four top members of the Frelimo Central Committee attended the opening meeting, which received wide press coverage. This is only the second professional body to be formed in Mozambique (the other is for journalists).

The ONP is also to be a self-help body. Local branches are expected to run seminars, establish "socialist emulation" campaigns to find the best teachers, and through criticism and self-criticism, root out bad teaching practices. Within schools, the ONP will encourage teachers to plan their lessons together, as a way of making up for the lack of training and experience.

Finally, it appears that the new organization is intended to put pressure on the Ministry of Education to improve its running. The press has published criticisms of the Ministry's "bureaucratic attitudes" towards teachers and its lack of support for them.

But the ONP's role in this area will clearly be limited. It is not to be a trade union. And President Samora Machel has remainded the new organization "not to confuse its role" with that of the Government.

One early task set for the new group is to work with the Ministry of Education on the upgrading of teacher training. Another problem is still just to increase the number of teachers. There are already nearly 1.5 million pupils – 70 pupils per teacher.

Botswana/Jean Rowton

£16m boost for primaries

GABRONES: Primary education in Botswana has received a huge boost of £16m – sufficient money, it is hoped, to spread schools far enough into remote areas to reach 80 per cent of the population, and to finance a teacher training college with a turnover of 300 qualified teachers every three years.

Education had always been one of the main priorities in Botswana. But in the rural areas as many as one in five children still do not attend school. Half the teachers are not only unqualified, but have only the most basic education. Children who do go to school often have to walk 10 miles twice a day to get there.

Until 1979 the Government continued to increase its education budget by 15 per cent every year, and enrolments were rising steadily. Since then resources have had to be reallocated to take account of the growing economic, health and security needs (increased tension in southern Africa has led to additional expenses, such as the newly formed Botswana Defence Force, and a new international airport, now under construction). As a result the education budget has been limited to an annual increase of 10 per cent.

Australia/Bill Purvis

Hopscotch keeps pupils on their toes

SYDNEY: Whatever changes are instigated inside the classrooms of Australian schools, it seems that activities in the playground have not changed at all.

With the exception of a few games inspired by the increasing predominance of television, children in Australian schools are still playing the same games they always did.

This has been revealed in a recent study by the federal Education Department at schools in the Queensland capital of Brisbane.

The study analysed 250 games, played by about 2,500 children.

It found that the most popular games were still the old favourites . . . hopscotch, wall brandy and red rover (or British bulldog).

But perhaps more importantly, it found that the social divisions and attitudes toward play had not changed much either.

More girls than boys prefer ball games, and avoid the rougher contact of chasing games.

Girls play games which generally require finer motor skills. They also tend to play closer to school buildings.

Boys follow a herd or gang instinct much more than girls, and tend to avoid games in which they have to "take turns".

The study says this is "either because of greater feelings of insecurity in front of a group or because of greater impatiences with the more structured, slower and more cooperative nature of the play."

It suggests games comprise a mainly social function. If an excellent performer plays to the peak of his ability, this could be a handicap for assimilation into a group.

The report says the best playgrounds are ones with a wide variation in types of play areas. It recommends that children be encouraged to play spontaneous games.

It also warns against dividing playgrounds on the basis of sex. Children it says will establish their own play areas on the basis of need.

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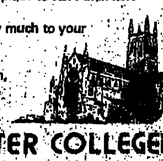

WORCESTER COLLEGE OF HIGHER EDUCATION

Letters

Stance toward sociology is bureaucratic bullying

Sir, – The news that La Sainte Union College in Southampton has been rejecting applicants because they have sociology and other social science degrees raises many issues which all of us as social scientists, educationists, academics and teachers must see as potentially alarming. Apparently, the college claims it was reacting to a local DES official directive. Nationally the Advisory Council for the Supply and Education of Teachers has said that all entrants to post-graduate courses should have good degrees in the main subjects of the school curriculum.

First and foremost, just why is a local DES official telling a college of education which type of degrees are suitable and which are not suitable; this threatens our ideas of "academic freedom" within a democratic society. How do we decide if medieval history or theology are more acceptable than sociology or economics? Teacher education is surely in a bad state if it surrenders to this type of bureaucratic bullying. I am left feeling that we sixth form tutors should encourage our students to concentrate on universities and polytechnics and avoid the colleges like La Sainte Union which seemed to have returned to a "parochialism" reminiscent of the old teacher training colleges of the 1950s.

Secondly, if we follow the logic that social science degrees are not relevant to primary education how do we justify the employment of above average-paid lecturers in education sociology, psychology and philosophy, who teach in these places?

Thirdly, what are the implications for those of us in secondary and tertiary education who teach the social sciences. Are we to keep quiet to our sociology and economics A level students about places like La Sainte Union College? These are popular subject options for both 18-year-olds and returning mature students like the ones the above mentioned college rejected. Many find the social sciences intellectually stimulating; to bar these students from primary training courses at a later date is worrying to say the least.

There is, I would submit, no logic to this directive but rather it is the result of prejudice and a misunderstanding of the knowledge structure of these disciplines. The final absurdity: Are not the BEd, MEd, MA degrees nothing more than social science degrees? Are these not intended for teachers, educationists and management concerned with primary education?

P. CARABINE,
Head of Social Sciences,
Alperton High School,
Upper School,
Stanley Avenue,
Wembley,
Middlesex.

Sir, – The recent advice of the DES to teacher training institutions not to accept graduates in psychology, in common with certain other disciplines, is a short-sighted blow against the educational psychology service.

To become an educational psychologist one has to have taught for two years, and for this one needs a teaching qualification. Entry to a career in educational psychology may continue to be open to existing teachers who decide to follow a subsequent course in psychology, but Sir Keith Joseph's latest decree will bar those more single-minded people who have earlier set their minds on this service and who have planned their lives to cover a degree in psychology, a PGCE, a period of teaching and then the practice of educational psychology, in that order. The DES ban ought to be withdrawn at once.

MICHAEL J. SMITH,
15 Golden Hind Park,
Dibden Purlieu,
Southampton.

Colour code

Sir, – We thank you for the report on our Policy Conference in the December 18th issue, but we are unhappy about the projection of our organization. The heading "Ethnic group agrees policy" is misleading and inaccurate. The National Convention of Black Teachers is not an umbrella organization of an "ethnic minority community" but of black teachers in Britain.

Although we are teachers of Afro-Caribbean-Asian origin the problems we face in employment, jobs and promotion are not due to our ethnic origin but because of the colour of our skin.

The National Convention's main aim is to unite all black teachers and to fight racism in the British education system.

RADHIKA R. RAY,
Co-ordinating Secretary,
Steering Committee,
National Convention of Black Teachers,
PO Box 30,
Pinner, Middx.

Core of ideas

Sir, – In their article "Is there still room for history in the secondary curriculum" (December 11), Richard Brown and Christopher Daniels criticize the History 16-plus draft proposals for failing to grapple with the issue of a minimum core of content; it may be that limitations of space prevented them from advancing their own ideas on this matter, but it would nevertheless be helpful if those who feel that a minimum core content really is vital would be more ready to put their cards on the table, preferably face upwards.

It seems to me that a number of fundamental issues arise from their observation:

1. Why is a minimum core of content felt to be necessary? Surely we can discount the Brown/Daniels concern that we need to safeguard history teachers from the criticisms of colleagues when pupils do not know "fairly basic things" about their own past. It would be surprising if history teachers in general really were so sensitive. It is equally hard to believe that a lack of basic historical knowledge would, for the majority of children, prove a serious handicap in adult life.

2. What should the minimum core content be? Must children know, for instance, about the "broad spread" of British history since, say, the Roman period, or should the emphasis be on providing a series of in-depth studies? And what of international history? How essential is this in our multi-racial society?

3. Why is the content selected preferable to any other? Seemingly we need to establish a scale of relative importance, but can this really be done? Surely the biggest stumbling block there is to determining the criteria by which the degree of importance is to be judged.

4. Who decides on the minimum content? Do we arrange a survey of history teachers and agree to abide by the majority decision? Do we allow the examination boards to decide for us? Is the task to be delegated to some committee established for the purpose?

5. How do we ensure a progression in content between primary and secondary levels? Do we argue, for example, that certain content should be left until the secondary stage? Alternatively, is it better to have, as so often happens now, a chronological gallop at both primary and secondary levels, presumably covering the same ground twice, but in greater depth the second time round?

Each of these points could obviously be rehearsed at greater length. However, enough has been said to point to the folly of thinking that a minimum core content in history can be achieved. Surely the 16-plus working party is correct in arguing for the retention of our flexible approach. Nor should we forget that at least some history teachers feel that far too much fuss is made about teaching content and not enough about helping children to develop their intellectual and social skills and their personal qualities and interests.

J. G. TIMMIUS,
Senior Lecturer in History,
School of Education,
Preston Polytechnic.

Aston at work

Sir, – The Aston Portfolio (December 11) will, I am sure, be a useful addition to the plethora of programmes currently offered to help "backward" children to read and spell, not because the learning items contained therein are new, but because the Aston team have taken the trouble to collect together into one pack a whole gamut of well tried approaches, practices and, yes, gimmicks, which accomplished and creative remedial teachers have developed since they first appeared on the educational scene. The kind of examples quoted by Bob Doe have been at our fingertips for many a year.

Recently, a number of soundly structured schemes have been published, each seemingly claiming to be that remedy which distracted parents and teachers hope will "cure" their children of these most distressing difficulties.

As with all such programmes the Aston material will be as effective as the quality of the teachers working with it and here lies the key to its success or otherwise. The researchers believed in their capacity to teach their pupils with this resource and not about carefully teaching them, and lo and behold, they learned!

If teachers take it and turn it, as it were, into their own, building it systematically and sensitively into their work to meet the individual learning needs of the children in their care, then it will be as valuable to them as any of the other well structured and well researched schemes on the market.

JEAN GARNETT,
39 Colegrave Road,
Bloxham, Banbury,
Oxfordshire.

On the cheap

Sir, – I would like to comment on some aspects of your report on the NFER research into special needs for pupils in the ordinary school (December 11). Until recently I taught as a deputy head teacher in a junior school which was operating a system of integrating children with learning difficulties before the Warnock committee was convened.

One of the main purposes of intergration is to improve the social acceptance of the special needs pupil by the rest of his peer group. To this end the attitudes of the teachers and the head teacher are crucial. Yet if given a chance the majority of teachers would choose not to integrate such pupils. The problem may be overcome in the long term by gradually appointing staff who agree with the head teacher's policy, but even this does not guarantee that they hold positive attitudes to pupils with special needs.

The chief stumbling block affecting teacher attitudes does not lie in a lack of knowledge about handicap conditions but in the nature of monetary rewards and the work loads allocated to the staff. Consider that a teacher in charge of a special class, with probably fewer than 10 pupils, receives a special class allowance and a higher scale payment. The class teacher may be on a lower scale with in excess of 30 pupils. The head teacher and deputy head teacher receive no extra payment but are still ultimately held responsible for the welfare of *all* pupils. Such factors can create discouragement and antagonism in a school and the head teacher is powerless to deal with the causes. Very few l.e.a.s have tried to tackle the problem and the teaching unions have shown little interest. It leads one to conclude that the Government and the l.e.a.s are still expecting to deal with special needs pupils "on the cheap", and the social product may well be no better and could be much worse than that of the special school at present.

K. HEGARTY,
Head Teacher,
Renarlag C.P. School,
Carlines Park,
Ewloe, Deeside, Clwyd.

Parade grounds

Sir, – Hurrah for Mr John Ottley for putting Mr Bert Lodge in his place.

The country got by far the better bargain when it recruited thousands of ex-servicemen into the teaching profession.

Many of the ex-servicemen had become highly qualified in the arts and skills of war such as pilots, navigators, submariners, tank commanders, etc; some of these skills had application in peace time even, especially those connected with aviation.

The Department of Education and the l.e.a.s exploited to the full the fact that here was a pool of thousands of ex-servicemen in their twenties, physically and mentally fit, adaptable, idealistic and intelligent (most had Higher School Certificates, School Certificates or comparable qualifications) and who were prepared to enter the teaching jungle on derisory pay.

It would be interesting to collate the experience of these ex-servicemen in the teaching profession. To that end, I am prepared to act as a clearing house of information with a view to writing a definitive account of this one-off experiment in the recruitment of teachers.

D. R. S. BOLS,
28 Sayer Way,
Knebworth, Herts.

Student strength

Sir, – I was disheartened to see you describe a national students' strike as "stupid" in your Comment (December 11).

As you point out quite rightly, the value of the full student grant has now fallen below the level at which it can be supposed to cover the costs of living and studying. What is at stake, however, is not simply the steady erosion of our standard of living, but the wider issue of access to higher education as it stands. The cuts both in the public sector and in the universities have already been directed at reducing the total number of students in higher education – this at a time when the demand for it from the 18-plus age group seems set to rise, and when Britain already has one of the lowest proportions of its young people in higher education of any country in Europe. The continuing cut in the real value of the grant means that a growing number of those who have gained a place in this elitist system will now risk having to drop out of it before they have finished their course.

Students have opposed the cuts in education consistently and with increasing militancy, on these grounds. It is hardly surprising, therefore, that the Chancellor's proposed grant offer, which combines the issue of access with that of a direct attack on our standard of living, will produce a resurgence of student political activity. The plan for a national student strike is one part of this, and potentially a very useful part. It will show, firstly, the extent of our anger at this, the third successive cut in the real value of the grant (and some of the students who do not receive the full grant will experience *an actual cut* in the money they receive on their grant cheque).

But, more importantly, a strike necessarily involves the sustained participation of a vast proportion of the students in a college, and this is what sets it apart from other forms of student protest. It cannot be the token gesture of a small group, nor can it take the form of negotiations by "student leaders" on behalf of the student body.

It is for these reasons that the idea of a strike has been welcomed by many of us who want to see an increase in student bargaining power. Not because we cherish visions of bringing the DES to its knees by boycotting our lectures, but because it will show the strength of our feeling and the extent of student unity on this vital issue.

STEPHEN HUMPHREY,
Vice President (Internal),
Keele University Students' Union,
Keele, North Staffs.

Part-timers

Sir, – In his letter headed "Unfair Example" (December 18th) Mr Graham Phillips praises the "positive and enlightened approach" of Oxfordshire l.e.a. to the "problem" of educating the 16 – 19 year old mentally handicapped. In fact the l.e.a. planned to make no provision for these students until a formal complaint to the Secretary of State was made by a Parents Action Group in Oxfordshire. Members of the group are obviously very thankful that the two new units have been set up, but why did Oxfordshire stop short where they did?

Why give the more severely handicapped students only 13 hours a week in class? As parents of mentally handicapped children we know that regular close contact with these young people is necessary in order to build up the relationship which is essential to their teaching and training. Many professionals working in this field have stated that the 16-19 year period can be crucial in the educational development of the mentally handicapped. None of the teachers concerned have claimed that the students are unable to benefit from longer hours in class; it is only the lack of resources which condemns them to this "part-time" schedule.

The fact that the young people are resident in a long stay hospital does not absolve society of its responsibility towards them; if anything it should increase it.

The Educational Provision Financial Report published by Oxfordshire l.e.a. last February showed a surplus of £36,500. We cannot therefore understand why another teacher and care assistant cannot be provided to enable the students to attend the unit full-time. There is already ample accommodation for another class and in our view this provision would give real evidence that the people at County Hall have a "positive and enlightened approach".

G. EGGLETON (Chairperson),
J. WATKINS (Secretary),
Bishopswood School Parents Action Group,
"Appleby", Roseberry Road,
Tokers Green, Reading.

Correction

Mr M. Scott Archer, headmaster of Brynmawr Comprehensive, Rhydw, Gwent wishes to correct his letter published on December 25 to read, in the last paragraph: "If we *do* need GCSE yardsticks . . ."

School to work

edited by Mark Jackson

Students queue early for places

Candidates for university places this autumn have been applying earlier than usual in hopes of bettering their chances, according to the latest bulletin from the Universities Central Council on Admissions (UCCA). But overseas students continue to be deterred by the "full cost" fees introduced by the Government in 1980.

By December 1, when about two-thirds of the expected total number of students had applied, applications from overseas were running 22 per cent below the level of the previous year, while home applications were up by 9 per cent. Final figures will be available later this month.

If, as UCCA suspects, both groups have been applying earlier, the final drop in overseas applications would be even bigger than 22 per cent. But this is unlikely to be reflected in a similar drop in overseas admissions. Last year, overseas applications were down by 35 per cent while first year enrolments fell by only 2 per cent.

This was a very small drop in enrolments compared with the year before – the first year of the new, high fees – when number of overseas students starting their first year at British universities was 10 per cent lower than the previous year's.

Final figures for 1980–81 have just been published by the DES. They show that, overall, first year overseas enrolments at universities, polytechnics and colleges fell by 21 per cent. By far the largest drop, 37 per cent, took place on non-advanced courses.

Widespread fears that the new fees policy would hit students from the poorest countries hardest are largely borne out by the statistics. First year enrolments of students from OPEC countries dropped by only 14 per cent, while those from Commonwealth countries fell by 22 per cent and from non-Commonwealth countries by 26 per cent.

Within those categories, however, there were wide variations. The largest falls were recorded for Zimbabwe (64 per cent) and Sri Lanka and Turkey (both 49 per cent). Enrolments of students from five other countries – Jordan, India, Malaysia, Singapore and Greece – all fell by over 30 per cent. In the case of Malaysia, which sends more students than any other individual country, this meant over 2,000 fewer students.

But entries did not fall for every country. There were increases in first year enrolments from Nigeria (13 per cent) and Sudan (5 per cent).

In all, nearly 72,400 overseas students were studying in Britain in 1980–81. This was 12 per cent fewer than the 1979–80 figure of 82,400 and 16 per cent below the highest level of 85,800 in 1978–79.

DES statistical bulletin 19/81, *Overseas Students in Great Britain – Final Information for 1980–81*, available from the Department's Statistics Branch.

Curtains for OU course

Six hundred former Open University drama students are holding a wake at the Roundhouse, London, to mark the closure of their course.

It ended in November after running for five years and attracting 4,000 students. One of the main causes for the closure, according to the course director Mr Brian Stone, was that drama initially benefited from the slow start of the science and technology courses but these had caught up. It was also very expensive to run because of the high cost of programmes, bought from the United States.

"Open University courses come off all the time", he said. "No one is to blame. It initally only had a four year life but we managed to stretch it to five".

An up-date course on the nineteenth century novel, previously dropped, is to start in February.

Training staff join the dole queue

Ninety training experts have started the New Year on the dole – the first of more than 2,000 staff who are being made redundant by the Government's decision to abolish 16 of the statutory industrial training boards. And current cutbacks in company training budgets throughout industry mean that most of them will stand little chance of finding jobs in their own field.

Only the restraining influence of the Manpower Services Commission has prevented more of the condemned boards from rushing to implement the Government's decision, announced less than two months ago. The commission is refusing to approve winding up schemes until it is satisfied that employers in the industries concerned will have their own voluntary arrangements ready in time to take over from the boards.

The 90 staff already dismissed all come from one board, the chemical industry board, whose plan got the commission's approval two days after the Government announcement. Its officials say they began working out the details more than two years ago, when it became apparent that boards like their own were at risk.

The dismissed staff, and the 60 others who will follow them during the next few weeks, are receiving redundancy payments negotiated eight years ago, when the Heath Government was planning changes in the board system tax under its forthcoming 1973 Employment and Training Act.

The board's officials, like their colleagues in the other boards, say that they do not know how effective the new voluntary arrangements are likely to be, but that they see little point in trying to hang on now the decision has been taken. Mr H. J. Price, the controller of training, says that the speed with which the board has acted is not in any sense a death wish; but morale among staff has been suffering heavily as a result of the uncertainties of the past few years, and it is in everyone's interest to get the closure over.

Four other boards have also put in detailed plans for closure: knitting, shipbuilding, paper, and printing and publishing. The printing and publishing board had planned to shut down its regional offices and get rid of its field staff by the end of last month, but have been stopped by the commission. Although most of the big employer groups in the industry are keen to go ahead with their own voluntary arrangements, some, like the Scottish printing firms, wanted the board to continue and were not ready with an alternative. The biggest of the boards, the distributive industry board is in less of a hurry to disappear. Under a plan that will be considered at the end of this month, it wants to go on for the time being to pay grants to firms, monitor their training, sponsor courses and produce materials, and to carry on its schemes for the education and training of young workers under the Unified Vocational Preparation programme, in which it has been the most active of the boards. It will go on collecting outstanding levies from companies, but drop its plans for new grants or levies after the end of March. Firms will still be able to apply for grants until then.

Mr John Phillips, the board chairman, says that it is its intention to see that the Employment Secretary's request that boards should be wound up in "an orderly fashion" is carried out. The Employment Secretary has said that he will not lift orders for the abolition of any board until there are satisfactory voluntary arrangements.

Research groups investigate West German system of vocational guidance

A searching study of the whole German vocational and education system is being carried out for the Department of Education. Its purpose is to provide facts to help decide how far Britain can benefit by copying German practice.

The study is being carried out by a series of working groups from the Further Education Staff College and the British Council. They are visiting schools, colleges, factories, and offices all over the Federal Republic to find out how the German system works out in practice.

The first report, which concentrates on the measures being taken to deal with youth unemployment, states baldly that it would be unrealistic to try simply to adopt a large part of the German system as a solution to Britain's 16–19 problems because the whole scale of thinking and provision here are so different. Pressures in the United Kingdom for compulsory day release, apprenticeship modernization and extension, low paid traineeships, and for vocational preparation linked with a new 17-plus examination and apprenticeship would move us nearer the German model, but the extent of exchange needed to make provision comparable, says the report, is "vastly in excess" of anything yet proposed.

And the report reveals that there is growing criticism within Germany of some aspects of their system and its relationship with the school structure, with employers and unions taking opposite sides on many of the issues.

Nevertheless, the report, and one from a second group who are examining vocational guidance and counselling, makes a number of specific recommendations for bringing Britain's provisions closer to German practice.

The second group lists what it believes are the key elements in the German success, including:

- a clear political commitment at all levels to the coordination and provision of education and training
- close cooperation between both sides of industry and education authorities
- the threat of a training levy to enforce clearly agreed objectives
- a well established process of vocational preparation beginning at school and continuing until entry into adult working life.

The group suggest that British teachers should be sent on exchange visits to learn how German schools, with much greater experience in the field, prepare their pupils for work and teach about industry.

It says that while some of the key differences it lists derive from structural features, others are the result of attitudes. It urges a change in attitudes to make vocational orientation, counselling, and guidance more highly valued in the United Kingdom.

What the reports recommend

The reports recommend that Br tain should adopt these features the German system:

☐ A three-tier vocational preparatio for the 16-to-19s, a pre-vocation year followed by a specific cours and a third year of specialist educ tion and training;

☐ The establishment and enforc ment of national standards of qualit and of trainer competence;

☐ Grants for young people followin post school courses;

☐ Making employers release unde 21s for training and related educatio and older employees for courses t update their skills;

☐ Full use of EEC social funding fo experiments in vocational educatio and training;

☐ A research centre to promot coordinate and assess curriculum de velopment.

☐ A national body of both sides o industry, teachers and education administrators to establish nationa training aims and similar loca bodies to implement them;

☐ Coordination of vocational educ tion and training for the 14-to-19s a an age group rather than dealin separately with the over-16s;

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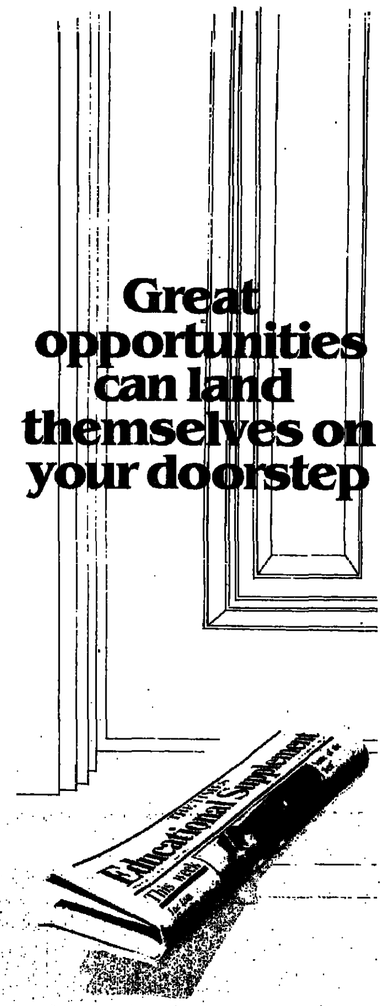


Talkback

Axegrinder

Rough cuts

In the course of my work I get to know quite a variety of schools, and vary they do. Cast in the role of some kind of expert, I am frequently cross-examined by friends, friends of friends, and even by worried and temporarily resident foreigners about the comparative merits of our local schools.

Where, they all beg to know, should they send their "academic", "withdrawn", "dyslexic" "hyperactive", "artistic" "backward", "chess-loving", "gifted", "mad on sports horses", "creative", "musical", "highly-strung" (perm any two from 12) offspring?

Should Fairhazel be preferred to St Philibert's? Is it true that Allnuts Comp is too tough for girls? And is not the "family" atmosphere, whatever that means these days, at tiny Walnut Lane C of E Primary more than sufficient to make up for its cramped and dingy premises (listed, Grade 11, early Victorian gothic), its obvious lack of modern equipment, and its narrow interpretation of the curricular needs of the 5 to 11s?

It is all so difficult, they complain, and they are right. It might be easier if there were *less* parental choice, and I might feel less defensive about that worthy local school, Culture and Anarchy Comp, which has so often featured here.

It is not all that bad, I argue. The relationship between pupils and teachers is easy and relaxed; the boys and girls are admirably tolerant towards each other. There is a genuinely enlightened attitude about multi-cultural education, sexism, language across the curriculum, and so forth. The "creative" side (pioneered by that laid-back English department and community-oriented art) has achieved wonders.

But, its detractors point out, uniform is "optional" (and we all know what that means in practice), and what is the point of all this "counselling"? "When I was at school we did as we were told, and no questions asked. You knew where you were, and it gave you a sense of security . . . and tradition." Maybe.

"Take this mish-mash called Integrated Studies: what kids really need these days is good old-fashioned no-frills solid subjects. Made us what we were!" (. . . and, regrettably, what we have since become, I think to myself.)

Given its circumstances and surroundings (not of its own devising), C and A serves the interests of its pupils in a determined and imaginative way. But it is an uphill task to convince worried prospective parents. Can they take the risk with their Poppys and Benjamins? Cultural capital is, after all, a most precious possession.

In the end, their choice of schools rests on something quite trivial: the patch of grass to relieve the tarmac and concrete, the potted plants in the foyer, the extensive sports facilities (a favourite with the public-school fathers of weedy sons), a display of CSE pottery, the thriving stamp club, etc.

I believe that at last I have stumbled across an infallible indicator of the virtues of different schools. It has the merit of being free from the taint of social class, race and gender, for it is derived from a single independent variable, that powerful determinant of British personality, culture and institutions (and why ever did I not think of it before?): the climate.

What you have to do is this. You wait until it snows. Then you observe what the schools do about it. Recent experience suggests a clear division between those that "do" and those that "don't".

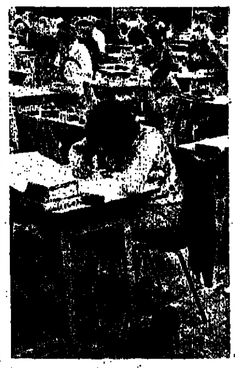
The "do's" react positively and at once. They let the kids out, in relays, to *enjoy* it with their teachers. They all slide/snowball/build snowpersons/collect snow to "investigate", and return to their classrooms rosy-cheeked, relaxed, perhaps even fulfilled (a rare thing in education). If they are really "doers", the school milk will have been turned into hot chocolate or blackcurrant (even if it does curdle a bit) to welcome them.

The "don'ts" will have none of this. The frustrated kids and teachers are cooped up for "wet play" for days on end. The powers that be are too worried, wringing their hands about accidents, getting wet, what the parents will say, how we are going to get home again (having just arrived at school), and too blinkered to realize and exploit the educational opportunities that have literally fallen from the sky around them.

I know which school I would choose.

Second-hand opinions

Bradley Winterton



Two years' experience marking A level English scripts is not much, but one thing has depressed and saddened me both years – the quite extraordinary degree of similarity in the candidates' replies within their particular schools, the same points being illustrated again and again by the same quotations.

Whether this material was derived from a published set of notes or came direct from the teacher does not seem to make much difference. In either case a predigested product was being offered in place of an individual reaction to the original book. There was in fact no incontrovertible evidence that some of the candidates had read the books for themselves at all.

This phenomenon was so widespread, affecting at least half the schools in my allocation, that I could not consider failing all these innocent sheep. I mostly gave them an E mark, unless they showed themselves otherwise incapable.

It may seem odd to those working in other disciplines that someone should resent a standardized answer when in some subjects a good answer is a good answer, however many students come up with it. But surely we require candidates to be able to demonstrate, after two years' study, their mastery of the subject matter by their ability to answer any reasonable questions on it *directly from their knowledge of that subject*, rather than having to have recourse to "model answers".

The fault, of course, is with "teaching for exams", and the reason we do it as teachers is to try to help the borderline candidates pass. But when this teaching of not books and their qualities, but "possible questions that might come up", becomes the *standard* method, a horror results that is perhaps only fully visible to those of us who have to mark the actual A level papers.

I would suggest two courses of action. First, the examining boards should issue memoranda to the schools pointing out the persistence of this particular problem, warning that such work will be treated less leniently. Secondly, the questions should in future be of a kind that make the application of mass-produced answers very difficult.

One of the ways of doing this is by making the questions easier. Let me give an example. In 1980 I had to mark answers on R. S. Thomas, the poet who is a vicar in a rural parish in Wales.

It was quickly obvious that many candidates had been drilled to answer questions on Thomas's attitude to Wales, his attitude to religion, and his technique as a poet. Two questions were set on Thomas and they neatly covered two of these topics; as a result, standardized material was extensively unloaded – as was, incidentally, material prepared for the other, unasked, question.

A much more general question such as "What did you enjoy – and dislike – most in the poetry of R. S. Thomas?" would have produced far better answers. Even the very best candidates could have shown their talents to advantage – the search for the essential qualities of an artist remains at the heart of critical activity at every level.

Of course, such a question cannot be asked year after year and for every author. So others should be asked that come at the set book from a somewhat unexpected angle, and throw candidates back on their knowledge of the books themselves. Such a question might be "Do you think Thomas essentially a melancholy poet?"

I would also like to see optional questions such as "Write a poem in the style of Thomas on any subject you like" and "Reconstruct some pages from what you think might have been Shakespeare's poetic note-book from the time he was writing *Hamlet*" – but this is to argue for a different kind of examination altogether.

Recently I coached a pupil whose mind had been filled with learned explications of the references in the poems of T. S. Eliot, but who had never been asked to express her feelings on the kind of man Eliot was, or the type of sensibility he expressed. Cramming for exams seems to me akin to this approach to English that favours the "scholarly" at the expense of the tradition that binds together the vast majority of the English writers themselves, one of imagination and truth to feeling.

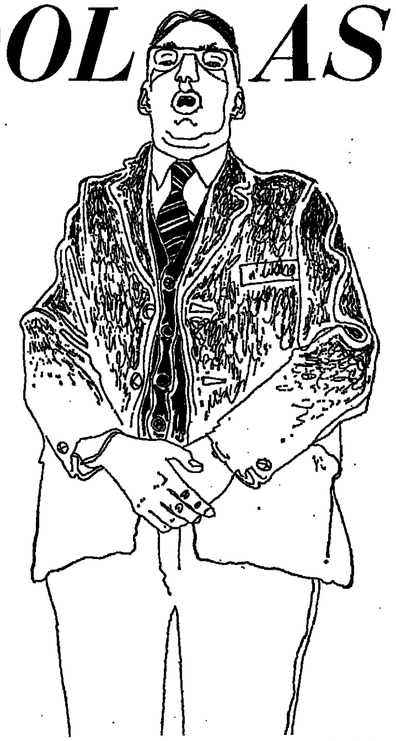
It is this truth to feeling that ought primarily to inform the teaching of English schools. A first step towards further encouraging it would be the active discouragement of what is being put in its place – second-hand opinions and attitudes donned to pass an examination.

Bradley Winterton is an examiner for A level English.

features

SCHOOL AS HELL

What might children expect from a school if they based their ideas solely on information found in children's fiction? Nicholas Tucker looks at the incidents and images of children's books on this topic published in the last decade.



'This incident has damaged the name of Fox Hill School in a way that I will not tolerate.' The headmaster's warning, from *Terry on the Fence*, illustrated by Charles Keeping.

Where private boarding schools are concerned, the overall image remains unfailingly benign. The choir school in William Mayne's earlier books – out of our period but still in print – has nothing in common with the similar establishment that produced Roger's gang in *Lord of the flies*. Again, the classroom fun in Anthony Buckeridge's *Jennings* stories is quite without the sadistic overtones that can cause inexperienced teachers such torment even in the most exclusive prep schools.

It still helps a lot if you are good at games, with the girls in Anne Digby's currently best-selling *Trebizon* series busy as ever at hockey practice, Judy running at "lightning speed", cracking the ball across to Sue "who then in one sweet, deft movement" shoots it "straight past" Jenny Brook-Hayes in goal.

"Hurrah!" cries someone on the side-lines, possibly the ghost of Angela Brazil herself, delighted to recognize a fictional scene so little changed from the way she was writing long before Anne Digby and Trebizon School were even born or thought of.

There is slightly more room, though, in the public school story of today, for academic

'You could copy mine, only someone might recognise it.' Coping with projects, from *Thunder and Lightnings*, illustrated by Jim Russell.

skills, shown to best effect in the winning of music scholarships, drama prizes and other competitive honours. Here, pupils can learn from teachers who may sometimes seem elderly and a little grim, but underneath are as warm as their woollen underwear. They have no time for slackers, though, just as their pupils will never tolerate sneaks.

For the rest, though, there is always that encircling web of friendship, sometimes deliciously tangled by events, yet always intact and in good shape by the end.

A rosy picture, but given that more people read (and sometimes write) about such schools than actually attend them, such unchecked escapism can easily continue to flourish, along with other contemporary fairy tales. Indeed, Anthony Buckeridge's *Jennings* stories are also popular in Japan, Germany and France today; all countries without a prep school tradition.

This type of picture, however, strongly contrasts with descriptions of state day schools common in British and American children's literature during the same period. Infant and some primary schools still get off lightly, with emphasis on amiable mischief or children's unexpected creativity in the face of disbelieving parents and teachers.

But once pupils approach the end of the primary schools, shades of the prison house often begin to close upon the fictional boy or girl with a vengeance.

Their chief jailers, though, are not the cane-happy teachers who once thronged school stories, and can still be found in the *Beano* and *Dandy* comics, but various fellow-pupils who run the school playground and lavatories with the brutal efficiency of the practised criminal gang-leader.

Teachers, on the other hand, tend to be too busy, too out of touch, and often simply too worn out to have much influence upon any pupils one way or the other.

Sometimes their classes will react savagely, pushing teachers even to the point of suicide, as in Kenneth Wood's novel *Gulls* (1974). But, on the whole, the flood of books about depressed, down-town schools that appeared in the seventies prefer to describe a state where pupils are prepared to tolerate teachers, so long as they do not try to make them work, and also allow them to get on uninterrupted with cheating, chatting up the opposite sex, and organizing vicious protection rackets.

Pity, then, the unknowing new pupil, blundering into all this and as often as not managing to offend the worst bully before realizing the consequences. Awaiting him or her will be a sinister reception committee, which the beleaguered victim may evade once or twice, but can never escape from indefinitely. The bully will usually win the first punch-up that follows; what happens after that tends to vary between novels set in Britain and the United States.

American writers, like Betsy Byars in *The eighteenth emergency* (1973) or Judy Blume in *Blubber* (1974), show the hero/heroine having to accept the reality of the bully's strength as opposed to their own vulnerability. In British writers, the spirit of *Tom Brown* still seems to determine that the hero finally comes out on top, as in Alan Spooner's *The singers of the field* (1979) or Bernard Ashley's *All my men* (1977).

It is not all gloom: nice teachers also exist, like Miss Camperdown in Jean MacGibbon's *Hal* (1974) or the liberal headmaster Mr Fairborn in Kenneth Wood's *A period of violence* (1977). These tend to be isolated figures, though, up against the prejudices of other teachers, and rarely able to get their way. But even in these novels, where most teachers are well-meaning and other pupils more or less friendly, things are still generally tough for the lonely hero/heroine, also beset by infernal if not always external problems.

The name hero in Bernard Ashley's *The trouble with Donovan Croft* (1974), for example, becomes an "elective mute" after the shock of being parted from his parents, while the difficult heroine in Linda Hoy's *Your friend, Rebecca* (1981) suffers from bereavement over the recent death of her mother.

In Prudence Andrew's *Robinson Daniel Crusoe* (1978) the clever, but desperate, hero turns into a school refuser in an attempt to shake himself free of his over-involved parents. In Jan Mark's *Thunder and lightnings* (1979), on the other hand, one of two chief characters is backward in the classroom, despite being able everywhere else.

Such characters do not make things easy for themselves or for others, and sometimes they may even be the school bullies themselves, as in Gene Kemp's *Gowie Corby plays chicken* (1979) or Bernard Ashley's fine description of the menacing but ultimately pathetic gang-leader Les in *Terry on the fence* (1975).

But however well authors explain the human tragedies that sometimes lie behind bullying, the end result is still someone whom most young readers would most certainly not want to meet in a dark playground, and as such one more contribution to the theme of school as hell.

Even so, there are signs that the emphasis formerly given to the disruptive outsider, alienated both from family and school, is now beginning to shift towards a more positive picture. The enormous success of the *Grange Hill* series, both on television and in books, suggests that young people also like descriptions of schools where teachers and pupils do not actually hate or ignore each other.

In Jan Mark's novel *Hairs in the palm of the hand* (1981) a school's huge size is made into a good joke rather than a threat, and teachers mix humour with the occasional exasperation inevitable in any form of teaching.

"Addison, leave that bladder alone", roars out Mr Jones the biology master, "Or I'll pull your arm off and hit you with the wet end." But this is bark rather than bite, and Addison himself does not seem to mind, not suffering from any particular social problem at the time.

The socially concerned, problem books of the seventies certainly did something to bring out the plight of the isolated child, so often a victim of racial or social prejudice, and stuck in a school that was either unknowing or uncaring. The most disturbing, pessimistic visions of school life that emerged during this time, such as Robert Cormier's horrifying if meretricious *The chocolate war* (1974), proved popular with young readers, usually denied such dark visions of man and child in their literature.

On the other hand, it also seems dubious practice to depress young readers too quickly and easily with such very black pictures of ordinary schools, especially when this is in such contrast to the unashamedly rose-tinted descriptions, also in current literature, of those schools in the private sector that most children will never be able to afford anyway.

Whatever the rest of their lives are going to be like, schooldays should at least be approached with a mind as yet undclouded by too many dismal predictions and possibilities.

Nicholas Tucker lectures in developmental psychology in the University of Sussex.

'Tell me, you stupid black idiot!' A dramatic moment from *The Trouble With Donovan Croft*, illustrated by Fermin Rocker.

Teachers and parents share the responsibility of working within the nursery children at Manorcroft. Photographs by Rebecca Ross

Do it yourself nursery

Graham Wade visits a project built on the principles of self-help and parent participation

One school that will not fall victim to local education authority spending cuts is Manorcroft Nursery School in Egham, Surrey. The reason is simple: it is one of the very few parent-created nursery schools in Britain. It opened its newly-painted doors in September, 1980, and has gone from strength to strength ever since.

Egham may have the image of being right in the middle of Surrey's stockbroker belt, but it would be a mistake to think that the school was the result of middle-class families getting together to provide themselves with pre-school facilities. Manorcroft was created by people from all walks of life: they literally built the school themselves, raising money from sources outside the group.

It all began in 1973 when a group of mothers with babies and toddlers started meeting informally in each other's homes. This quickly developed into a mother and baby club, which proved so popular that it soon required premises bigger than someone's home. In 1976, the local primary schools stopped admitting rising fives as part of an economy drive; at about the same time plans for a state nursery class in Egham were scrapped for the same reason. As existing playgroups in the area found it difficult to provide for older pre-school children, there was an almost total lack of provision for this age group.

The idea of setting up their own group to cater for these children was raised for discussion among the women who had first met through the baby club. They believed they possessed the necessary skills for such a project and began looking for a suitable building which turned out to be a hut used some of the time by the local adult education institute.

This first attempt at opening a nursery was successful, starting up in April 1977 and operating on Friday and Monday mornings. The local authority rented the group the space, and also gave a £250 grant. The mother and baby club lent £100 as well as some equipment. The nursery was a reality – even if it was necessary to pack everything away on a Monday and get it all out again for Friday mornings.

There were three qualified teachers for the sessions, each of whom was paid 50p a morning, the charge for each of the 12 children on the roll. It meant that the group had to raise funds from outside in order to pay back loans and the rent, as well as build up its own stock of equipment.

It was agreed that the group should organize itself on a self-help basis. A promotional booklet distributed at the time stated: "Our policy is to accept children's names on the waiting list only after the parents have read the booklet, visited the nursery, talked to the leaders, agreed to attend evening meetings, and to give their time in some way by helping at the nursery and with fundraising."

The aim was to involve all of the parents, and not just rely on the efforts of one or two. By the end of 1977 it was clear that the nursery sessions were working well, as was the fundraising – from fêtes, jumble sales, and christmas cards. But the limitations on the use of the building were a problem. New sessions could not be started as the hut was in use for the rest of the week, and the chore of packing away all the equipment was proving burdensome. So the group decided to look for better premises.

Early in 1978, a couple of parents began investigating the possibility of finding a plot of land to rent from the council on which a portacabin, or something similar, could be sited. Then it was learned that the adult education institute was planning to redecorate the hut and use it more often. The nursery group had hoped that it might become part of the institute – in fact, its relationship with the institute was becoming more distant. In October, 1978, the nursery received notice to quit.

This bad news strengthened the group's determination to find its own building. The search for this was at last bearing some fruit. An application to lease some land on the same school site as the adult education hut was being considered and a pre-fabricated bungalow had been found for £600 – the cheapest second-hand portacabin would have cost £2,000.

The prefab was bought, leaving about £400 in the group's kitty, and the land was leased for seven years, with an option for another five, at an almost nominal £50 a year. As it would take some time to prepare the new school building, the group asked the adult education institute to postpone the notice to quit, but this plea fell on deaf ears. Fortunately, the local brass band was prepared to let the nursery use its practice hall on Monday and alternate Friday mornings.

Eventually, preparations for the school's foundations were begun by the mayor, with help from the nursery children, in October, 1979. After this symbolic start, a bulldozer moved in. Fundraising activities were in full swing, including an Old Time Music Hall performance, a mile of pennies in the local shopping centre, a 1960s disco, a guess-the-weight-of-the-baby-before-it's-born competition, as well as the more conventional jumble sales.

The group also gained charitable status, and began applying to charities and foundations for grants. About £4,000 was raised from various bodies, including a £3,000 sum from the Schroder Trust. Another £4,000 was raised from all of the group's special events. Weekend work teams of parents were organized to construct the building.

Materials were scrounged for nothing, or bought at the lowest possible price. The toilets and washbasins came from a firm that was closing down; an old lady rang offering a kitchen sink; a school gave some second-hand desks and clothes pegs. Although everything was progressing fast, it was taking longer than the group had anticipated. But the building was finished and equipped as a school in September, 1980.

The nursery school now opens on five mornings and one afternoon a week and is staffed by a teacher, Pat Hill, a nursery assistant, Pauline Slark, and as many mothers and fathers as like to come along to lend a hand. There are 38 children on the roll, some attending just one session, others more. It costs 85p for a morning and 50p for the afternoon. The teacher is paid £50 a week, but nothing during the school holidays.

Pat Hill admits that the school is no good for parents who are looking for a full-time nursery so that they can take full-time jobs. "I wouldn't want it to be like that – it needs the parental involvement and participation," she explains. She is happy to have her educational approach labelled as being "progressive", and is opposed to teaching pre-school children academic skills before they are ready for them.

The school appears to be a model for its type, boasting large windows, bright décor, well-equipped activity areas, walls festooned with children's art, and a warm, friendly atmosphere. As she helped sweep up after a morning's activity, I asked one of the mums, Tricia Walker, why she brought her son there.

"I come because it's best for my child. The children learn here. They learn to share, to play with other children and they start building friendships. There's a fully qualified teacher and the mothers are able to be here with the children – although we have to help as well. It's nice to see how your child is learning and play a part in it."

Manorcroft Nursery School is a fine example of ordinary parents banding together to help themselves and their children. They believe that others could do just as much as they have as long as they have the energy, enthusiasm and commitment. They also believe that some state nurseries could learn a lot from their attitude of involving parents in the classroom.

For further information write to: Jenny Pooley, Honorary Secretary, Manorcroft Nursery School Group, 33 Lynwood Avenue, Egham.

Tackling isolation

Jane Last reports on the work of the Development Education Unit at Oxford Polytechnic

In Russia they have bigger noses than we do. Africans eat soup, sheep and sausages, and at the South Pole they consume polar bears and ice cream. The English favourite is fish and chips and beans on toast and the Queen has bangers and spaghetti hoops for her tea.

These are some of the views five- and eight-year-old children have of the world. Work done by these youngsters formed part of an exhibition organized by the Development Education Unit of Oxford Polytechnic and displayed in east Oxford shop windows during One World Week this autumn.

The purpose of the exhibition was to expose some of the ideas children have about the Third World, to ask what people think of them, what children ought to be learning in school and what sort of support the community should give. The work on show included projects from local schools on world problems, shortages of food and water, topics on overseas cultures and societies, as well as very young children's images of other lands.

Og Thomas, ex-Education Officer of Oxfam, runs the Development Education Unit at the Polytechnic. "We are often reminded that Britain is a multi-cultural society: so is the world," he says. "Any educational process which looks realistically beyond our shores, in order to further an understanding of others' lives and the courses which shape them, must also shed light on the problems which face us here."

He has been involved in Development Education in the UK since 1966, when he took over Oxfam's Youth and Education Programme. In 1970, he helped set up Antipoverty, the first organization in Britain to deal specifically with Development Education.

The exhibition is just one small project in the work of the unit, which was set up in spring 1981 following a survey carried out in Oxfordshire schools the previous year, and the publication of its report *The Developing World*. The survey looked into how pupils are encouraged to study and respond to changes in society with particular reference to the Third World, the kinds of teachers involved, and their aims and motivations.

The unit is funded by Oxfam, hosted by the Polytechnic, which also lend the part-time services of a lexturer from the department of education, and rubber stamped by the local education authority, which arranges for teachers to be seconded to it for full-time, in-service training. It also has the full support of Oxfordshire chief education officer Tim Brighouse.

"Development Education, or education which takes seriously our interrelationship with a wider society and especially the Third Word, is I fear an area often neglected by us all", he says. "I am sure it lies within the 'commonwealth' of the school curriculum: that is to spy, among areas of knowledge and skills such as careers education, health education, study skills, equal rights, multi-ethnic education, marking and homework. In short it is a subject on which there needs to be a 'whole school' policy to which all have contributed."

The unit has a dual function. It is involved in research into Development Education and also operates in an advisory and supportive capacity for schools and the community in Oxfordshire. It aims to involve teachers in Development Education and help them to include it in the courses they teach. It has begun to set up small working groups of teachers, it provides training, and helps with the provision of teaching materials and resources.

Og Thomas believes that it is important for teachers to talk together and put forward proposals for a coherent approach to some kind of Third World perspective to the curriculum throughout primary and secondary education, and then to put these recommendations into practice.

"Although there is quite a lot of Third World perspective in teaching, this is totally uncoordinated. The teachers are working very much in isolation. They feel isolated and feel they are not getting support even from their own advisory service. It is difficult for teachers to stimulate children in a subject they know nothing about".

Development Education throws teachers back on their individual experiences, interests and attitudes. There is a feeling of incompetence among teachers to educate children about the Third World when they are perhaps not confident in their own knowledge. The unit plans to tackle the problems of isolation and wariness felt by teachers by supporting the small local working groups, and designating these as in-service training courses.

The response of head teachers to the unit's approaches has been cautious. They see the programme as being another demand made on their schools without resources being made available. But Og Thomas believes Development Education will illuminate the kinds of programmes that are already on the school agenda. "We are not talking about introducing a new subject. We'll be questioning the sort of attitudes and information we feel to be correct for children at different ages, and examine how they fit into the work they are already doing – on topics like seasons, water, homes".

He says that he has found that teachers interested in Development Education are also interested in working in the community. "This is quite an important step forward. In my experience most teachers are content to handle the problems inside their schools without going outside and tackling community problems as well". He sees links developing with those in the Third World at all levels: perhaps town twinning, an aid programme to the poor, or an education or cultural exchange.

Og Thomas says, "We are inextricably linked with the Third World. Familiarity is much more desirable than ignorance, and this is true on a global scale. We cannot hope for sensible solutions to world affairs unless we understand each others' problems."

It's our Party

Peter Sutherland describes a recent visit to secondary schools in East Germany

I was one of a party of six British educationists who recently visited East Germany as guests of its ministry of education.

Secondary education is said to be fully comprehensive and "equal" for all pupils. There are, however, two different types of secondary school: one which leads to the *abitur* and access to university-style education, and the other to work experience at 16 and various forms of apprenticeship.

The former is the so-called "extended" secondary school, but the atmosphere, values and ethos of such a school is more like that of an English grammar or West German *gymnasium* than that of a comprehensive school. Corridors sparkle with political satires against the United States, written by the elite pupils being prepared for future party leadership. These consisted of a mere 8 per cent of the school population.

In contrast, the ordinary secondary schools have an ethos similar to an English secondary modern, though without the discipline and motivation problems. This last observation applies to the industrial town of Magdeburg on which our visit centred, though it was rumoured that East Berlin and other bigger cities do suffer from unruly pupils. The contrary was certainly the case in the school visited by the British party.

The pupils seemed to be very well-behaved and motivated. Like the extended secondary pupils, they received a very formal and (to British eyes) old-fashioned education. The majority seemed aware of not being first-class citizens; for adolescents they gave the impression of remarkable docility.

In theory it is possible for the academically able pupil in an ordinary secondary school to transfer to an extended one. But, as in the tripartite English system, this did not seem to happen very often. Selection at the end of the eighth grade (i.e. at 14-plus) is thus of prime importance.

Good marks are the chief criterion, but loyalty to the Communist Party was considered. Personality traits indicating leadership potential are also used, though there is no form of objective testing. The vital decision is made by the chief education officer, in cooperation with the trade unions and teachers. The ability of the extended school to choose its own pupils is underplayed; power is more in the hands of the local bureaucracy.

There is an element of social engineering in the selection eg 46 per cent of the pupils were children of industrial workers at the extended secondary school we visited. This is said to represent the same proportion in the general population. Generally, working-class origin is not buried under the carpet: the principal of a college of education boasted of having started life as a bricklayer.

There is a longer alternative route to the *abitur* for those not selected for the extended secondary school. This lies through apprenticeships at a 16-plus technical school (analogous to an English college of FE), but only 3 per cent take this route.

The most extreme form of selection lies in the specialist schools. Like their Russian counterparts, the East Germans have institutions concentrating on mathematics and music. Others concentrated on Russian (not too popular, we gathered) and sport; great attention is also paid to extra-curricular sports clubs.

Afternoons are left to a wide variety of extramural activities, all highly organized: youth organisers, not teachers, supervise their craft, extra science and hobby clubs.

We were shown a gymnastics club where a class of six year olds was being taught the basics. Any child who was not outstandingly talented was quickly discarded. Not surprisingly the remainder, under expert guidance, provided an incredible spectacle of future Olympic expertise on the bars and mats. The talent-spotting and training machine was impressive, but no regard was paid to equality. Each child did, however, have access to some after-school activity.

At the other end of the ability scale the concept of intelligence, so despised by official Communist propaganda, is in use. It is admitted that 7.2 per cent of the 14–16 year olds cannot cope with the academic demands of a non-individualized, standardized curriculum based on the average pupil. This sector is allowed to leave to take up an apprenticeship at 14. Whether the concept of intelligence is based on a genetic or an environmental approach, or both, we didn't gather: intelligence was not a topic the authorities were keen to discuss.

For younger pupils than 14, the system could have been based on Warnock, with special difficulties being largely dealt with within the ordinary school. However, there are special schools (the equivalent of our ESN(S) schools) for the brain damaged children. There is a gradual admission that ESN(M) type pupils also exist, and a growing interest in the problems of remedial education and maladjustment.

Pre-school provision is particularly remarkable with nearly all 3–6 year olds attending kindergarten. A majority of 1–3 year olds start their education (or at least socialization) at a *kinderkrippe*, while their mothers fill the many vacancies on the job scene.

The very formal style of teaching also takes some getting used to. A young woman was teaching a class of 13 year olds English when we observed a lesson. Neither the visitors nor Arsenal (in town for a vital match against the home side) were mentioned. She did not refer to the map of London on the wall, although it was relevant to the topic of pro-Communist dockers in that city. The time was taken with her reading passages from the text, and the pupils repeating them.

This was typical of the lack of curiosity about the West which we found, and the willingness to accept party propaganda platitudes about it.

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A definable caste

***Anne Corbett** on that curious animal the French intellectual, and on the use and abuse of its power*

Teachers, Writers and Celebrities: The Intellectuals of Modern France. By Regis Debray. Translated by David Macey.
NLB £11.00. 0 86091 039 3. £4.50. 736 3.

Almost inevitably, but I believe mistakenly, Régis Debray's English critics divide between the warmly enthusiastic on the far left and the hostile or bewildered elsewhere. Debray was a revolutionary in the jungles of Bolivia. Now in the French presidential palace there are important respects in which he remains one.

But just as physically he has shifted to a (marginally) more accessible terrain, so too have the arguments developed over the last few years. This study, which appeared in French in 1979, with the much more telling title of *Le Pouvoir des Intellectuels*, sums up that shift to the ground which the uncommitted but interested can understand. He puts his arguments with a breadth which makes it relevant to anyone who casts a critical eye on the way society functions. In France his book has become a reference point in any consideration of the place of intellectuals. It deserves to be one here too.

I have said that his argument is revolutionary. Densely argued in French, and literally translated into English, it is that "it is impossible to overthrow that coalition of interest that exploits and rules the majority of men and women . . . without deposing or overthrowing the social power that allows this *state of disorder to establish itself inside our heads* . . . as though it were a state based on law and liberty" (my italics).

He argues that intellectuals, whom one might have thought to be independent and critical, are a key part of that coalition of interests. "The main pillar of bourgeois domination," says Debray, analysing the process by which the state has put into effect over the last 100 years Machiavelli's maxim that "government means convincing the people." In Debray's view intellectuals have happily enlarged their ambitions beyond merely producing ideas. They have also monopolized the circuits along which ideas are distributed. But they pay a price.

He traces the process back to the 1880s when the state expanded the modernized French university with the conscious aim of providing a counterweight to the church. He follows developments through to the period when publishing seemed to be the focal point of French intellectual activity. "Take over the Nouvelle Revue Française" came the order to Germans occupying wartime Paris. It seemed proof that intellectuals could not bear ideas to be kept out of circulation. Publishing under German control was better than not publishing at all.

Up to this point Debray is following in the footsteps of Gramsci who significantly refined Marxist ideas of the class struggle between workers and bourgeoisie by arguing that the role of intellectuals could not be ignored: they were – shock and horror – the motive force behind the bourgeoisie. But Debray breaks new ground in extending this analysis to take in the impact of the mass media. He argues that the technology changes the structure (shades of the McLuhan aphorism that the medium is the message). But the intellectuals, not immediately understanding this, have flocked to the new medium (thus ensuring their continued social supremacy) only to

be faced with two consequences. The quality of their thought is diluted. And they no longer control the circuits of distribution, as they did with universities and publishing.

The outcome? Debray suggests that intellectuals could revolt against the idiotic demands of the media: "the equivalent of revolutionary defeatism in the first world war." Or there could be (and this is what Debray would like) a much more critical approach by intellectuals in exposing "the disorder in our heads" which effectively puts blinkers on democracy.

"Oh for the days when a philosopher could be a philosopher without posing for *Paris Match*," he sighs at one point. Francis Mulhern, in a generally helpful introduction (though it could have done with a few more pointers for those who do not share Debray's knowledge and assumptions) points out the Leavisite streak. Indeed like them, in asserting the need for work of higher quality, Debray's faith in the power of reason remains ultimately undimmed. For him the intellectuals could bring about the transformation of society. They would almost certainly stop it declining into barbarism. The last words of the book are that "the strangiers [of thought] will not have the last word."

Well, is it an analysis one can apply to England where there is no recognition that intellectuals might be a definable caste? The answer must unequivocally be yes. Debray is very convincing on the fact it is not the name that matters, but rather the function carried out.

Anyone who keeps an eye on the media knows who "the authorities" are, who easily gets space and airtime. They see, with the saga of E. P. Thompson and the Dimbleby Lecture, a classic case of Establishment anxieties aroused at the idea of letting an iconoclast talk to the general public. And it does not take much effort to think up the names of the TV and radio professors who enthusiastically play the media game, spending more time on instant commentary and chat shows than any original work.

But as Raymond Williams has pointed out, when in a telling phrase he separated intellectuals into the careerist kind and the others, intellectuals can be poles of resistance as well as pillars of the state. What kind of structures enable them to resist? Are there significant difference between England and France in the way that ideas get diffused? Or is it Debray's argument which needs modifying?

The answer is not self evident: a tribute to the originality of Debray's book. But it is hard going, as it darts from left wing philosophical analysis to aphorism, from the latest in cultural allusion to the gossip of the contemporary French scene. (And it must have been hideous to translate.)

But the enquiring reader should take heart – and keep a copy of the Bullock-Stallybrass *Dictionary of Modern Thought* to hand. The book repays careful reading.

Eye-witness accounts

***Nancy Martin** on civilian life in the Second World War*

The Home Front. An Anthology 1938–1945. Selected and edited by Norman Longmate.
Chatto and Windus £9.95. 0 7011. 2553 5.

Nella Last's War. A Mother's Diary 1939–45. Edited by Richard Broad and Suzie Fleming.
Falling Wall Press £9.95. 0 905046 15 3.

For most people World War Two now seems like fiction, even to those who lived through it; but here are two books which sharply restore its realities. One is an anthology of pieces mostly written during or just after the war; the other is a single diary written daily from 1939 to 45. No hindsight here; only the immediacy of the present in the light of an unknown tomorrow. Both are compelling reading. Both are concerned with civilian life. As Norman Longmate says about *Home Front*, "It is right that the soldiers' story should have been told first", but the vast majority of the population never served in the armed forces and their struggles were on very different battlefields. His anthology is an attempt to tell the story of these neglected millions in their own words. It is mainly all eye-witness material from over a hundred or so contributors, mostly ordinary people.

It is much more than a coffee table book and should be read straight through and not dipped into; then the discrete items, photographs and cartoons coalesce into a vivid narrative account of the war. The editor has structured this comprehensive view of a whole country at war by a brief introduction to the events of each year and even briefer contextual notes which link one passage to the next. Most people lived one life in one village or city and worked in one first aid post or factory. This book takes us into all those other lives made extraordinary by the war yet unified by the grinding struggle of long hours, poor transport, queueing, shortages and above all fear of bombs. In the event, as distilled from the tales told afterwards, this mix-up of different life styles was often very disturbing, and this emerges too. There are horrors enough – like the nurse's story of being lowered head first into a hole to give chloroform to the trapped – and much humour. The source list gives readers the opportunity to continue the stories inevitably cut short in an anthology.

Nella Last's War is one housewife's diary of the war years. She began it in 1939 at the age of 50 in response to an advertisement from the Mass Observation project for day-to-day diaries in order "to record the voice of the people". She would like to have been a writer and continued her journal for nearly 30 years. She lived in Barrow-in-Furness with her two sons and her husband, a joiner and fitter; a life, she says, of great ordinariness, yet the book is not ordinary. Two themes emerge: her struggle to make her life serve the war effort as well as her family, and her struggle for personal freedom. (Until the war her husband did not allow her to go out alone.)

It is perhaps this second theme which gives the book much of the force of a novel. Interwoven with the vivid and detailed accounts of external events – the bombing of Barrow, the improvised meals, the nightly retirement to the Morrison shelter set up in the bay window of the living room, and where she wrote much of her diary – are her accounts of inner events, her reflections on the happenings and the changes these caused in herself and the people around her. She challenged her son Cliff about his attitudes and he replied, "It's the Army. It changes you inwardly"; and on one occasion, her husband says, "You have changed." She realized then that her earlier breakdowns had come from her attempts to accept her husband's narrow view of a wife's role.

I think part of the quality of the book may be the result of sensitive and skilful editing. Her diaries ran to some 2,000,000 words. Here we have an edited 90,000 or so. The selection gives continuity and structure through the brief informative background notes, and also, through its focus on the characters and the continuing life of the W. V. S. Centre, the Canteen and the Red Cross shop. These all meant much to Nella and provided the social pattern through which she began to find herself. Writing is a distancing process. It seems possible that her continuous writing itself contributed to the changes within her. With such a vast word hoard it would have been good to know the editors' criteria of selection.

Technicolor dream stuff

Heather Neill and Hugh David look at some more seasonal shows

Joseph and the Amazing Technicolor Dreamcoat
Sadlers Wells until February 13
The Leaving of Liverpool. The Children's Music Theatre
Jeannetta Cochrane Theatre until January 9
Captain Beaky's Musical Christmas
Apollo, Shaftesbury Avenue until January 16

Eleanor Bron, Jess Conrad, the chief chorister from St John's Cambridge – or, to put it another way, revue, rock and the Kyrie Eleison: such is the diversity of style and content in this year's crop of musical entertainment for the Christmas season.

Surest of its audience is *Joseph and the Amazing Technicolor Dreamcoat*, which followed Thea Musgrave's inspiring opera based on *A Christmas Carol* at Sadler's Wells. Confidence is justified; the piece was, after all, originally written for school performance in 1968 by Andrew Lloyd Webber and Tim Rice, it has been taken up widely by schools since then and has had several successful professional productions. The story line is simple, the music memorable, there are plenty of opportunities to indulge the costume designer's fantasies and the title role can be sung by a familiar (well, familiar to the mums and dads, anyway) pop star.

Bill Kenwright's production features Jess Conrad eagerly modelling a variety of stunning dreamcoats, decorative loin cloths and shimmering trousers. In a programme note he confesses in a cute pastiche of child composition that he likes his part because he gets to stand in the middle a lot. This is clearly true, but at least he does not stint the audience many of whom enjoyed themselves almost as much as the star. The original piece was slighter than the present version and there are signs of padding: do we really need all those numbers from a ragbag of showbiz cliché – the cowboy scene, the French apache dancing and the baseball outfits? Still, whatever grownup reservations there may be, pre-teen audiences are rapturous. The school choirs, from Sweyne School, Rayleigh, Blessed Sacrament School, Canonbury and Islington Green Schools, discreetly onstage throughout, make a creditable contribution to the musical colour of the production.

Joseph is to *The Leaving of Liverpool* as tinsel is to well-turned wood. The Children's Music Theatre piece is satisfyingly crafted, sincere and unsentimental. The oldest member of the cast is 15, most of the members only 12 or 13, but, in Jeremy James Taylor's production they live up to their reputation, coupling amateur enthusiasm with professional discipline. There are one or two outstanding boy's voices – and it is intriguing to hear them in a dramatic situation instead of a cathedral. The story is a sombre one – the show is not necessarily meant for an audience as young as the performers – based on the emigration of ragged school children and poor families from famine-stricken Ireland in 1850 and the actual journey to America of a group of travelling child players. All in all, this is a considerable achievement, the music varying from plaintive lament to jolly jig and performances from ham in the spoof acting scenes to touchingly convincing. It must be admitted, though, that last year's rumbustious, jazzy, outrageous gangster tale, *Tin Pan Ali*, takes some beating as seasonal entertainment.

Captain Beaky's Musical Christmas has its own charm, though for whom it isn't quite clear. The characters are recognizable enough as the staple fare of children's shows and books (there are two Captain Beaky books) mostly sweet little animals and birds, except for the token villain, a snake called Hissing Sid, but the format and jokes are quite grownup. There is a talented cast of four-Eleanor Bron, Twiggy, Keith Michell (who illustrated books and programme) and Jeremy Lloyd, the writer – plus an onstage orchestra directed by Jim Parker whose music reflects the quirky humour of words and drawings. But there is no action, except within the songs and, although the performers look glamorous, this is not enough for even the most sophisticated under tens. Besides, the jokes are adult: there is the Irish building site beetle who decides the Creator's name is Wimpey and an electric eel whose love life is doomed because his current is direct while that of the lady eels is alternating. The material is delightfully witty: what it needs is an audience of innocent sophisticates.

H.N.

Scene from The Children's Music Theatre's "The Leaving of Liverpool"

The Swan Down Gloves.
RSC, Aldwych Theatre
Mother Goose.
Victoria Palace. 7.30pm (Mats. Wednesday and Saturday) for a season.
Dick Whittington.
Wimbledon Theatre, SW19. 2.30pm and 7.0pm (including Sundays) until 31 January.
Gavin and the Monster.
Westminster Theatrte. 2.45pm and 6.45pm (not Sundays) until 23 January.

By the time this appears it will be too late to catch the brightest, the wittiest – in a word, the best – panto in town. *The Swan Down Gloves* was allowed a run of just 12 performances at the Aldwych. Why? (Answers and complaints on a postcard please to the Royal Shakespeare Company, Stratford-upon-Avon, Warwickshire.)

Too late then to attempt to follow the impenetrably complicated plot which had Will (the house playwright), his brother, kit, Sir Walter Raleigh (really? – no Raleigh), various cats, rats, hunch-backed nasties and Alan Howard as a fire-breathing dragon sing, dance and laugh their way to London in pursuit of a hot potato.

Showing what good sports they are, assorted RSC luminaries revelled in some awful puns (Psst! – Who is?) and enough misquoted Shakespeare to last the rest of their professional lives. Joe Melia, crook-backed and calipered, was Rodney Gmawdrot, Monarch of the Sewers; Barbara Leigh-Hunt made a radiant Lamina, Lady of Light, while Jonathan Hyde as Puss in Boots appeared to have escaped from an altogether more feline musical. Terry Hands' direction allowed them all to prove, once again, that the RSC is – as Will put it – "the dreams that stuff is made from".

Among a dozen or so other pantomimes still running in and around London this year, *Mother Goose* at the Victoria Palace is the blockbuster. John Inman leads the cast which also includes Ian Lavender, Arthur Lowe and Susan Maughan. The skeletal plot is little more than a peg on which are hung various speciality acts, its humour coming largely from references to sporrans and baked beans. Mr Inman worked very hard, Miss Maughan was very loud, but my sympathies were with Arthur Lowe who seemed to have as little enthusiasm for the proceedings as I did.

Much more like what pantomime should be is *Dick Whittington* at Wimbledon. Eric Sykes (in his first-ever panto), Roy Kinnear, Brian Murphy and Jan Hunt are the stars this time, with Michael Robbins poisoning the ice-creams as King Rat. Dick, Tommy the Cat and sundry others including Sykes' amnesiac Alderman Fitzwarren travel from London, via a shipwreck and underwater ballet to the Court of the Sultan of Morocco and back home for the Wedding Finale. Along the way there is slapstick, magic, much audience participation and a stageful of tots "helping" Roy Kinnear with "Old Macdonald Had a Farm". It's all very charming, traditional and good-natured; unbeatable value at Wimbledon's rockbottom prices.

In *Gavin and the Monster* Gavin, a slight, bespectacled lad with "a lot of bottle" sets out to rescue cousin Debbie, with whom he has spent an enjoyable holiday, from the clutches, of the eponymous green ogre. This is suburban pantomime, set among terraced houses and with a denouement in what looks like a derelict section of the Northern Line.

Helping Gavin on his way is "yer original, ethnic, working-class" White Knight, a sort of albino Green Cross Man, sublimely unsurprised by his protege's discovery that we all have a bit of the monster in us. A last-minute, detachable moral this which Gavin seemed to find hard to swallow – a Monster Munch, as if were – but which never really got in the way of some lusty singing and dancing (although the high-tech amplification frequently threatened to). A-level allusions to "Sir Gawain and the Green Knight" didn't add much to the joviality, but I liked the sets and transformation scene.

H.D.

Power and freedom in action

Land Fit For Heroes by Greenwich Young People's Theatre is a whole day theatre in education programme, with a simulation game in the morning and a performance piece in the afternoon. The ostensible subject is the General Strike of 1926, but the company are anxious to stress that the object of the programme is not to teach history, but to represent certain concepts, such as power, choice and freedom, and to allow their young audiences of 4th, 5th and 6th formers to experience these concepts in action.

All the action of the simulation game takes place in Dugham, a fictitious northern industrial town hit by recession and unemployment. The pupils are divided into role groups with conflicting interests, such as miners, local traders and civil commissioners. Each group agrees on a strategy for the morning, based on how they feel they would react (in role) to an industrial crisis with political overtones. The groups make and alter their own decisions during the morning in response to developments resulting from other groups' decisions or from central government initiatives. The company members take specific roles matching each interest group, and point out to their group the implications of the various alternatives open to them, but do not attempt to sway them. The groups do not always find it easy to agree on an overall strategy, or on responses to particular crises, and there are individual defectors who have to accept full responsibility for their choices, and the ensuing disapproval of their fellows.

The structure of the simulation is sufficiently developed to guarantee that it involves everyone all the time, which is no mean feat in this form, but flexible and open-ended enough for pupils to see that their decisions have social and political outcomes, some of which they have failed to anticipate. Many pupils express surprise and concern that seemingly well-intentioned decisions on their part, based on the strong desire to see fair play, have disastrous consequences for others whom they did not wish to harm. Everyone is eventually forced to take sides in the crisis, following a great deal of soul-searching within the groups, and this leads to an animated discussion afterwards about the "shoulds" and "oughts" which have been thrown up by the morning's experience.

Similarities with today's situation with falling employment prospects, a declining economy, and industrial unrest with strong political implications, are not wasted on the pupils, who show through discussion both in and out of role that they are very aware in their last years of school of the dangers of unemployment in social, financial and psychological terms.

The play in the afternoon seriously misfires. A northern family from the same Dugham, laden with cloth caps, bath blankets and ale, ache their way through the Depression, pulled apart by their different allegiances to the TUC and the independent radical left. The subtleties of these distinctions are largely lost on the pupils and the extremely heightened over-emotional performances serve rather to alienate than involve them. By focussing attacks on the TUC and hardly mentioning the Government or the employers in the afternoon's show, the company manage to make the General Strike sound embarrassingly like a pre-run of the current agonies of the Labour Party.

Greenwich Young People's Theatre are extraordinarily good at devising active learning situations, using their excellent theatrical and technical resources to make their simulations wholly credible to participants. Their theatre pieces are less effective educationally and one feels that their function as aids to learning is less clear and specific.

Pam Schweitzer

Among this weeks's contributors:

Peter J. Baron is a lecturer in the Department of Applied Biology at the Polytechnic of the South Bank

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arts

Warm heart, cold person

Brecht: A biography. By Klaus Völker.
Marion Boyars £5.95. 0 7145 2737 8.
Bertolt Brecht: Diaries 1920-1922.
Eyre Methuen £6.50. 0 413 38360 1.
Bertolt Brecht's Great Plays. By Alfred D. White.
Macmillan £8.95. 0 333 216555 5.
Brecht. By Jan Needle and Peter Thomson.
Blackwell £9.00. 0 631 19610 2.
Theatre at Work – The story of the National Theatre's production of Brecht's 'Galileo'. By Jim Hiley.
Routledge and Kegan Paul £9.75. 0 7100 0815 5. £5.95. 0859 7.

Many people, if pressed, could give a general description of Brechtian theatre: words and action broken up by lantern-slides and songs; unatmospheric "white" light; leftist political didacticism; "Alienation". Many more people have experienced it. Nearly every time we enter a playhouse nowadays we are confronted by the effects of Brecht's theatrical theories. The omnipresent banks of lights, the sparse decor, the constant reminders in the acting and through the stage effects that we are in a theatre have all become commonplaces of modern dramatic practice. Whether we know it or not Brecht's dramatic theories have helped to shape our perception of theatre. Whether he knew it or not those theories were shaped by his life. Even the well-known V-Effekt (Alienation), so Helene Weigel told Bernard Miles, grew out of Brecht's efforts to deal with difficult actors.

How much his work owes to the accidents of his life becomes apparent from reading Klaus Völker's biography *Brecht* together with Brecht's youthful diaries kept from 1920–22. Völker's book appeared in English translation in 1979 and is now re-issued in paperback – and lumpen reading it makes. It is a badly shaped work, overwritten in the worst tradition of Germanic scholarship; and its tortuous prose style is not helped by a translation that in places follows the original syntax so closely that the English reads like German.

John Willett's version of the diaries sings by comparison: it is racy, lively and immediate. The figure who emerges from both is strangely unattractive: convinced of his own genius from childhood, cunning, prudent, equivocal, a detached onlooker. Not without reason did Meier-Grafe's description of Delacroix, "here was a warm heart beating in a cold person" fascinate him, becoming one of his favourite sayings. Völker's work is important for its attention to detail, the background to each of Brecht's works is gone over meticulously and the ironies of his life and death underlined. It will be required reading.

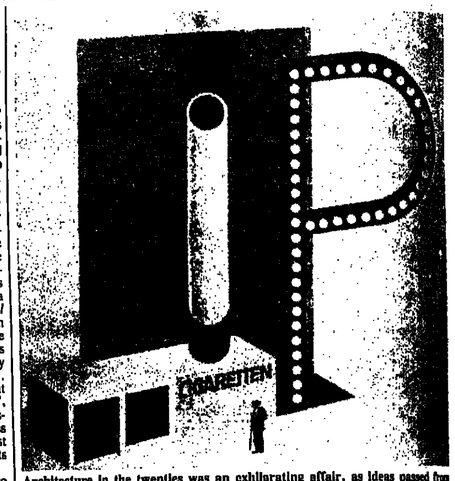
A brisker, more immediately informative account of Brecht's life, and the important influences which shaped his work, makes a stimulating opening chapter to Alfred D. White's *Bertolt Brecht's Great Plays*. White acknowledges his indebtedness to Völker for it, but his wide background-reading and his crisp style enables him to pack information into a small space without seeming cramped. A chapter on Brecht's idiosyncratic Marxism is succinct, and one on "Theory and Practice of Brechtian Theatre" is a clear statement of the subject from 1920–1977.

The rest of this admirable "crammer" is devoted to what White designates "Brecht's Great Plays": *Galileo, Courage, Szechwan* and *Chalk Circle*, with analyses, discussions of main issues, language and presentation. It is a good buy for students, amateur actors and directors, intelligent readers, well-written introduction to Brecht.

Which cannot be said of *Brecht* by Jan Needle and Peter Thomson. This book's extreme judgments, exaggerated claims, polemical tone and overblown style make it irritating to read. Statements that, at his death Brecht "had already achieved an international stature unequalled by any other theatrical writer, director or producer this century" (Shaw? Coward? Reinhardt?); "dead theatre was certainly the norm in those days" (in Britain 1955); "misunderstanding of the theatrical theories would be far less widespread if a collected translation *in chronological order* (their italics) of the Schriften zum Theater were available" are typical of the book's student-thesis approach. And that directors "apply an enormous amount of thought . . . give an enormous amount of weight to what Brecht had written as text", or Shakespeare "is given more disgustingly inadequate performances than any other writer, for the worst possible reasons" are examples of its schoolboy style.

Far easier and more enjoyable to read is Jim Hiley's *Theatre at Work – The story of the National Theatre's production of Brecht's 'Galileo'*. An absorbing day by day account of the long difficult process, stretching from February 1974 to August 1980, which led to the NT's triumph with the play. The touchiness of Brecht's estate, director John Dexter's edginess, designer Jocelyn Herbert's indecision, departmental wranglings within the NT are all laid bare together with frank accounts of rows and grumblings. Hiley's book is not Brechtian scholarship, but as a vivid record of a superb production it is irresistible.

John James



Architecture in the twenties was an exhilarating affair, as ideas passed from drawing boards into brick and steel reality with great rapidity. Allmer and Peter Smithson's compilation "The Heroic Period in Modern Architecture" (Thames and Hudson £4.50) includes documents as well as drawings and photographs. Above, Herbert Bayer's Cigarette Kiosk, 1924.

Obscenity and the law

Obscenity and Film Censorship – an abridgement of the Williams Report. Edited by Bernard Williams.
Cambridge University Press £12.50. 0 521 242673. £4.95. 28565 8.

Anyone walking today through large areas of the West End of London could be forgiven for failing to realize that within this country there has existed a longstanding and intense concern – inscribed in a compendium of laws and statutes – about the effects of everything obscene and indecent, of material likely to deprave or corrupt. To examine the statute book, with its meticulous but overlapping series of regulations, some to be carried out by customs officers and postal officials, others to be discharged by courts and policement, or local government officials, and then just to look at the environment of the metropolis today, is to observe bewildering contrasts for it would appear to be a society which is either hypocritical or ungovernable.

The fact of the matter is that in the matter of pornography the society has indeed been overgoverned but has failed to keep its laws within the confines of the implementable and the linguistically valid. The result is a chaos in which a porno shark can run rings round the law, in which the sensitive can be pointlessly affronted, and in which children can be exploited or degraded.

The fact of the matter is that in Committee is that it started out by dealing ruthlessly and effectively with the language associated with the obscenity laws. It recommended the removal of the accumulated terminology and the establishment of a fresh criterion appropriate to an age in which consensus on such matters has been all but lost; no more uncomprehended "depravity" and "corruption", obscenity, indecency, etc. Instead a new and rather tight system of control (including total prohibition of certain printed materials, public performances and films) would be founded upon the concept of "offensiveness to a reasonable person".

The Report, now published in a shortened book form (omitting the rather interesting appendices) will now almost certainly never be enshrined in legislation since there seem to be political advantages in it for no particular party but it will probably fascinate future decades for its various sub-texts. It reveals the way in which this post-consensual nation has searched for "logical solutions" to clear the detritus of exploded taboos: it became evident to the Committee that juries in the past had not really measured the extent to which a given item "depraved" certain groups of individuals, nor calculated the effects of given quantities of indecency. The overlapping terms did not matter for though there were probably no agreed values, there existed definite dominant values. What the Report has ingeniously and possibly unconsciously done is to shift the sense of consensuality from the text of the law to the judgment of the court; the issue in future would lie buried in a double moving register – "offensiveness" of material subject to "reasonability" of the individual. Both yardsticks would be free, so to speak, to float upon the tide of the general will.

The Williams Report, though severe in its strictures on various classes of material has grasped the essential relativism with which moral questions are now regarded and has proposed appropriate structures and institutions for an age of relative morals. The quality of the above thinking made these pages a mixed delight but the longer term implications of the proposals and the results of those proposals begin to be worrying. The courts would make the essential judgment about what can and cannot be sold and in the case of films there would have to be a statutory censorship body to replace the present anomalous structure of local authority powers using the certificate of a voluntary industry body (the present Board of Film Censors).

The Williams Committee has given us a reasonable and workable system, though one which could be highly complicated in its transitional stages. The police, the customs men, the local officials, the film industry and the porn sharks would all know exactly where they stood; but there would be a clear net increase in the powers of the state. The issue of control would be located not longer in the instinct of the reasonable man in the judgment of the reasonable man and the judgment as to what the judgment might be.

Anthony Smith

Doing the wheelchair waltz

The Tinderbox.
Alsher Hall, Sevenoaks School, Kent.

All the traditional ingredients were there in Sevenoaks that snowy weekend in December: a fairytale by Hans Christian Andersen complete with principal "boy" and faithful retainer, an unsuccessful witch (the producer in drag), a handsome prince with scheming parents, and three singing dogs with entourage of Copper, Silver and Gold, plus a chorus for the audience to join in – "Basil is always right." Add to this a treacherous Lord Chancellor, Basil, that John Cleese would have been proud of, and a hairdressing demonstration on the pianist who entertained us unperturbed throughout two intervals, and it becomes apparent that *The Tinderbox* is no ordinary Christmas show.

But its true singularity lies in the composition of the company: P.A.T.H. productions (Practical Arts and Theatre with the Handicapped) enable disabled and able-bodied entertainers to participate in theatre together with a stress, says the programme, on ability, not disability. And just how much ability was amply demonstrated in this, their first production. While the numbers make it impossible to cite all the memorable performances, special credit must go to the boy who performed daring acrobatics with his wheelchair plus the five others who joined him in their wheelchairs for the waltz. Among the talented individual performers, Michael Boorman was a Captain who won the respect of his guard and the hearts of the audience. Issy Schlisselmann as the Prince conveyed worlds of feeling with his bearing and gesture which scarcely needed articulation in his climactic proposal, while Larry Lambe as King Sterling introduced humour appropriate to his name. But undoubtedly the highest honour must go to Esther Gartner as Queen Penny, who in her acting debut displayed such a wealth of talent with her voice, her hands and her manipulation of her wheelchair.

The mind boggles at the amount of organization that must have been needed to accommodate all the performers and their equipment behind the scenes and to transport them to, from and around the rather scattered campus of the school; difficulties so unkindly compounded by our freak winter, which must also have decimated the audience. Both the play and the cast, with their marvellous facility for debunking disability and maximizing ability, deserve a wider public in the year after the International Year of the Disabled.

Anne Rickwood

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Techniques of Drawing. By Fred Gittings.
Orbis £5.95. 0 85613 383 3

Children have been encouraged for over two decades to strive for originality too soon. The artificial growth cracks under the strain of producing an "art form" with no foundations. This is the direct inheritance of Modern Art: the exploratory work which allows the artist to make a graphic statement in supremely economic, often abstract terms is aped in a shallow miserable fashion by those who have not made that visually educative journey.

In his foreword to *Draw* David Hockney agrees with the author that many of the methods of the past, once taken for granted, but long since spurned, should be revived. No sort of work done in a spirit of aroused interest, and in an experimental way can be harmful or inhibiting. On the subject of copying Hockney writes "one shouldn't be afraid of being influenced" and later "copying . . . is looking through somebody else's eyes, at the way that person saw something and ordered it around on paper".

There are no child prodigies in art. All great artists began to paint in what was to become their own style in their late teens or early twenties. Perhaps we are wrong to place the teaching emphasis on uniqueness. An approach such as this book suggests would not diminish the chance of individuality but would strengthen the vocabulary an artist needs.

Fred Gittings has a sterner approach. In *Techniques of Drawing* an inspiring and friendly manner is scorned in favour of a hectoring tone laced with such depressing phrases as "struggle along as best you can" and "grappling with form". The style is pedestrian and Gittings ends his book with what the rules, his "Ten Commandments", however, are a serious attempt for to be confused with a "How to Draw . . ." (faces, horses, hands etc.) the library shelves are cursed with.

Betty Tadman

books

Conflict and care

The Handicapped Student in the Regular Classroom. By W. R. Gearheart.
Y. B. Medical Publishers £14.25 0 8016 1760 X
Children in Conflict. By H. R. Reinert.
Y. B. Medical Publishers £9.75. 0 8016 4109 8
Educating Disturbed Adolescents. By Peyton Towns.
Grune and Stratton (Academic Press) £11.00. 0 8089 1312.
In Care and Into Work. By Charles Burgess.
Tavistock Publications £6.95. 0 422 77640 8. £2.95. 77650 5.

The Handicapped Student in the Regular Classroom has an excellent introduction on "The Historical and Philosophical Base for Education of the Handicapped", followed by a chapter on "The Present Framework for Services to the Handicapped". The latter relates to the American continent but should, nevertheless, be of real interest here. The subsequent chapters on strategies for educating the visually impaired, the deaf, and those with speech and other difficulties are, again, excellent and should do much to expand our own thinking. The authors maintain their promise to avoid jargon and this, together with a still necessary and useful glossary, plus a final chapter on "The Importance of Good Personal Interaction (Or what it's really all about)" make the book one of the best I have come across in a long time.

Children in Conflict, similarly, comes from America and is to be equally commended. (Both, incidentally, come from the University of Northern Colorado.) Again we are presented with a brief but informative history before we get into the book itself. Here, approaches to conflict are discussed in various chapters; biophysical, psychodynamic, behavioural, sociological and ecological.

The final chapter on "Change Agents" is important in that we still have much to learn from the Americans on involvement – and particularly on parental involvement. The discussion is excellent, and readers of *The TES* will be especially interested in the section headed "Maintaining the Teacher's Mental Health".

Educating Disturbed Adolescents (also American) is yet another must for teacher and practitioner alike; a behavioural approach based on an actual programme – Project SPRING (Special People Realizing Individual New Goals) – in the State of Georgia.

Those who belong to the "It can't happen here" school grow less in number as evidence to the contrary accrues. Even so, references to a "chief disciplinarian", a "school detective" and the recommendation to "get heavy" suggest Americans have reached a stage of desperation. It is important for us, therefore, to make ourselves aware of the roads they took, if only to assure ourselves that we really are treading new and more successful ones. In a list of "Statements to Promote Discussion", Town includes, and warns – "You may be on the right track, but you'll get run over if you just stand there".

In Care and Into Work presents us with institutionalized, poorly educated and badly socialized teenagers, roughly shaped by early environmental problems and then packed and labelled by social workers, residential staff and teachers. Burgess then pictures them caught in the confusing complexities of the state and voluntary machinery designed to provide employment – but not, it seems, for the poorly educated, badly socialised, roughly shaped . . .

As a piece of research, it all fits in very nicely, but adds not one iota to our present knowledge. Much more research still needs to be done on the basic upbringing that takes place in residential settings. Transient houseparents, central purchasing and clothing vouchers don't make for capable and well adjusted youngsters, and these important factors are barely touched upon.

Joe Benjamin

Lingo

The adjective "Dickensian" is currently used to mean two quite different things. The first is something like, "shockingly out-dated, carried on in appalling conditions, over-ripe for reform." As in "these classrooms/loos/the staffroom are positively *Dickensian*." But at this time of year, the second meaning is the dominant one. This is "bursting with Victorian jollity, involving a great deal of festive cheer in the form of food and drink". As in "Let's have a really *Dickensian* Christmas party!" Not so much schoolroom application here, as it is difficult to translate gin and rum shrub into anything permissible with squash and coca-cola. But many classrooms sported their share of "*Dickensian*" Christmas cards, all stagecoaches and muffs and evergreen-swagged rooms.

Dickensian

Both these uses strike me as odd, as well as being mutually contradictory. They home in on the elements prominent in *Nicholas Nickleby* and *Oliver Twist*, or else wallow in the flavour of Dingly Dell and The Ghost of Christmas Past. It is as if we took "Shakespearean" to mean either "dealing with the study of jealousy" or "being about fairies". These uses, both the real and the hypothetical, are essentially extra-literary. Unlike the comparable adjectives "Joycean" or "Proustian", they say nothing about any quality of the writing.

Now what I'd like to reserve "Dickensian" for is "prodigal of invention offering generous variety, promising to be inexhaustible". There isn't any word for all that. But if there were, surely "Dickensian" would be the perfect one?

Mary Hoffman

The devoted Mr X

Perspectives on Paedophilia. Edited by Brian Taylor.
Batsford Academic £14.95. 07134 37189. £5.95. 07134 37197.

Addressed to a non-academic readership of "social workers, community workers, probation officers, child care workers and all those who experience the paedophile problem and its attendant complications", this book highlights an educational dilemma.

For paedophilia is an educational issue in two senses. The first, amply illustrated in the book, is that of public ignorance. Our fellow citizens have a stereotype of the lustful, prowling child-molester and his terrified victim, and sentencing magistrates or judges, as well as the police and fellow-prisoners react against the paedophile in the light of this image. The second educational issue, not touched upon in the book, is that because, outside the family, our society tacitly excludes adult-child relationships of the ordinary social kind, paedophiles tend to gravitate towards those occupations which *do* provide contact with children. Those very "caring professions" and, of course, teaching, must include more than their statistical sample of people with this particular personality (or disorder, as most of the contributors would insist).

I was disappointed when John Rae, reviewing in these pages the book by Tom O'Carroll, *Paedophilia: The Radical Case*, (its unfortunate author is in jail at the moment though he has never been found guilty of any offence against any child), did not discuss this particular dilemma, which as a very experienced headmaster, he must have been faced with at some time or other. Most of us are wordly enough to put two and two together and conclude (perhaps doing him a great injustice) that Mr X, with his touching devotion th 2F or to the junior soccer team, has a more than ordinary feeling for his charges. When some pathetic indiscretion comes accidentally to light, do we turn him into a monster and send for the police, knowing the dreadful consequences for him, and that the investigation is going to be infinitely more disturbing for the child concerned than the offence itself? Or what other course should we take?

The expert authors provide no guidance on points like this, though they do shine a cool light in many other directions. The legal and punitive situation is fully explained, and there is a terrifying chapter on medical treatment, ranging from chemical castration to aversion therapy, and an enlightening chapter on the effect on the child. "It is evident that a third of the boys and three-quarters of the girls are upset by the experience, if only temporarily. However, it must be reiterated that, in line with the psychiatric findings, only a very small proportion (2.7 per cent of the total group of 500) felt they had suffered permanent damage." We also learn the disturbing probability that the commonest form of adult-child sexual encounter is father-daughter incest.

The book will hardly provide any comfort for the paedophile lobby, though it contains a wise attempt by Ken Plummer to present the viewpoint of the paedophiles themselves, "a voice which welfare professionals very rarely hear, still less heed" and which "at present seems only to evoke anger, hatred and disgust."

A nice, but embarrassingly naive young man sought my advice on teaching as a career. He "simply adored kids, and just liked being with them". I thought cynically that such a statement would screen him out at the first interview at the college of education. But should I have told him that he would make a marvellous teacher, or that he should avoid our profession like the plague?

Colin Ward

Old boy network

A History of The Pilgrims' School. By John Crook.
Phillimore & Co. Ltd. £7.50.
A History of King's College Choir School. By Robert Henderson.
King's College Choir School, West Road, Cambridge CB3 9DN, £6.95
Winchester College. By James Sabben-Clare
Paul Cave Publications Ltd., £11.50.
Lucky to Survive. A Centenary History of Gotherington School. By Owen Stinchcombe.
Gotherington Primary School, Gotherington, Nr. Cheltenham, Glos., GL52 4FD. £2.00

Since three writers of the current batch of school histories are staff members of the schools they write about, it is hardly surprising that their objectivity would not disgrace The Official History of South Africa. Faced with the likelihoods of dismissal or legal action, all four writers retreat into exhaustive descriptions of School as a Monopoly Player, buying and converting all manner of buildings.

In *A History of the Pilgrims' School* John Crook distances himself from the rest of the field by including building plans and minute descriptions of arch braced collar trusses, scissor-bracing and hammer trusses; School as The National Truss?

Somewhere in 1958/9, a Play Reading Society started and gave readings of "a considerable volume of English drama; and a collection of gramophone recordings of well-known plays was formed". This fatal mixture of disconnected facts and lack of true detail makes one reach longingly for the snooze button. There is no feel for what it was like as a pupil. If only the dreary facts had been tabulated and a few deeply subjective accounts substituted.

Pupils scarcely feature in Robert Henderson's *A History of King's College Choir School*. This is School as a Hotel, a kind of gruesome Fawlty Towers, where the customers merely form the backdrop for the staff to live out their personality disorders. One pupil described his old Head as "guilty but insane" – enough, chillingly said.

After a jaunty start, Henderson's detachment evaporates in the face of discretion the nearer he approaches the present. The reader is thus reduced to the familiar Speech Day sensation of nodding feebly in uncomfortable surroundings as lists of famous Old Boys are barked out.

What would Henderson make of James Sabben-Clare's observation that "a school is primarily concerned with success in its own context and this does not necessarily have much bearing on success in later life". The great attraction of Sabben-Clare's book *Winchester College* lies in such shafts of startling honesty. He is the only writer to question the assumptions and dangers of private boarding schools, and this in a book designed to appear at the school's six hundredth anniversary. As he debates single sex life, entrance examinations, the role of religion and aspects of the curriculum, one suddenly feels one has a brain, rather than merely a pair of ears.

Owen Stinchcombe's *Lucky to Survive – A Centenary History of Gotherington School* is the only history of a truely public school, written by a non-staff member. Much of the material comes from the School Log and provides a gently arresting slice of social history. This book gives the roundest impression of a school and the community it serves.

Mark Featherstone-Witty

Survival kit

Guide to Student Life Away From Home. By Graham Jones.
David and Charles £4.95. 0 7153 8211 X.

To prepare the would-be scholar for the "bewildering" experience of university life, Graham Jones has assembled information and advice on a surprisingly wide range of topics. Amongst the "domestic" subjects covered are shopping and cooking, doing the laundry, and how to treat a minor burn or a cut finger. To help the student study efficiently, the author sets out instructions for note-taking and essay-writing, and makes suggestions about how to organize a timetable. A chapter entitled "Social Life" describes the university clubs and societies, and the more usual forms of entertainment.

There is a survey of most alcoholic drinks available at the union bar, and an examination of the various drugs that might be offered at a party. Under the rubic "Love and Physical Relationships" the author looks at different forms of contraception and advises the student where to take counsel about emotional problems. There are some handy hints about what to do if a relationship breaks up just before exams, why it is not a good idea to become pregnant, but what to do if you do.

Whilst recognising that the average fledgling student may not be fully conversant with all practical life-skills, I nevertheless find it hard to imagine that he need be told that "once you have taken every bag, suitcase and box to your room, you can get on with the unpacking", or indeed that "to get good grades you will need to know what the topics are going to be." This is clearly not a book for the more mature student.

Penny Turnbull

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books

Personal and formal wisdom

Teaching Biology Today. By Dorothy Dallas.
Hutchinson £5.95.
0 09 141091 6.
Teaching and Learning Biology. By W. H. Dowdeswell.
Heinemann £5.95.
0 435 59261 0.

Wisdom, they say, must come from experience. In short, it is intelligence controlled by experience and governed by prudence. So, wisdom-wise, these two books should be worth their weight in gold, for both authors have spent a life-time in biological education.

But with titles so similar, they employ two quite different approaches to a broadly similar situation. On the one hand, Dorothy Dallas adopts a very personal style, relevant to primary work, though mainly directed at teachers involved with the middle and pre-university years. On the other, comprehensive and very well organized information relating to all levels, from primary to tertiary education, is presented more formally by Dowdeswell.

In the introduction to her book, Dallas comments on things that worry teachers most, like their own ignorance, mistakes and discipline. She also does the same for pupils! After this, her text moves on to lesson planning and revision, with aforementioned personal advice exemplified by sentences like "If you wait till tomorrow, there is no guarantee that you will have a better idea for a lesson plan – only a bigger sense of panic . . .". The next chapter deals with mixed ability work, where she sets forth her thoughts on learning pace, synthesis, abstraction, pictorial and mathematical symbolism in communication. Skills, like reading ability, logical thought and technical competence are also considered here, along with modes of assessing pupils' performance. Further on, modern independent and programmed methods of learning are discussed and compared with the more traditional chalk and talk and practical approaches. Also at this point, the importance of pupil/teacher eye contact is emphasized in a series of diagrams showing advantageous and disadvantageous arrangements for discussions. Reference to the whole variety of aids has not been omitted, thus overhead projectors, 35 mm slides, film loops, tapes, audio/video, worksheets, games, projects and the like are mentioned, along with an indication of the difficulties and merits of various forms of writing boards.

The strategic use of subheadings in the penultimate chapter, which is entitled "Difficult or impossible to teach?" direct one's attention to a practical state of affairs. Items like "Difficult classes – check-list of possible reasons" offer real help to the relatively inexperienced. Lastly, certain peculiarly biological problems, like the use of animals, safety and field trips are discussed. Six appendices provide examples of worksheets, an historical approach and resource lists. At many stages one is amused by the subtle humour of the cartoons and inspired by the diagrams. The book ends with a set of references which are likely to be generally useful to its readers.

Dowdeswell's approach is akin to that of a formal text which is intended for use as a reference work also. His subject matter falls fairly easily into two main parts, the first encompassing certain general topics relevant to biology teaching and the second, which is slightly shorter, dealing with items of particular importance to those who need to know about special practicalities. Overall, he has attempted to provide a critical, integrated review of modern curricula and teaching methods with attention to changes in society and the advance of knowledge.

The first section details a variety of teaching and learning methods, after which it contains five chapters similar in format covering the primary to tertiary levels. Thus, in most there are subheadings entitled "Aims and objectives", "Designing a curriculum", "Teaching methods" and "Equipment and resources". Obviously, such a technique enables one to compare different levels and makes for easy information retrieval, though the actual details vary with the level of work. One might also include here, chapter 10, which is devoted to the problems of assessment and evaluation.

The second part contains separate chapters on ecology and quantitative biology, which Dowdeswell feels have been poorly handled by most textbooks and inadequately represented in courses run in schools and elsewhere. Education for personal relationships and laboratory design are other important areas covered.

Finally the author makes a number of interesting points connected with biology in a technological society. Here, for instance, he discusses the social relevance of biology teaching, the underuse of human examples, evolutionary trends in curricular development and the use of computers.

Both these books can be highly recommended. Dallas, in offering much personalized advice, caters particularly for the new members of the profession who may have relatively little experience of the subject, while *Teaching and Learning Biology* is a superb text, with excellent chapter summaries, which seems likely to be adopted as a standard by many biologists engaged in the training of teachers. Its four appendices on equipment, practical work and the technical literature might also qualify it for a place on the prep room shelf.

Jean and Peter Baron

Vulnerable ghosts

The Investigation of the Physical World. By Toraldo di Francia.
Cambridge University Press
£30. 0 521 23338 0
£10.95. 0 521 29925 X

Professor Toraldo di Francia has adapted for general consumption a series of lectures on the fundamentals of modern physics which he gave at the University of Florence. He is rightly concerned both about the lack of opportunity in present science education for reflection and criticism and about the apparent acceptance, 20 years on from the Snow line, that modern commercialized science has little to contribute to education in the widest sense.

He does, unfortunately, show a tendency to flounder between stools. In his introduction he points out that the hard-pressed student is often persuaded to consider only the successes of science in an effort to avoid confusion arising from the mistakes: yet he is unhappy about the value of an historical approach with its summoning up of "venerable ghosts" like phlogiston and caloric. But surely it is by the study of such "failures" that we appreciate the vulnerability of modern ideas. Furthermore, although the professor claims that some high-school algebra is all that is needed for understanding his expositions, he is not enthusiastic about what he calls "science for children"; his readers are expected to make the same sort of mental effort required for appreciation of, say, modern music. Yet, in topics like velocity and acceleration, his X-certificated treatment creates a mathematical and literary fog where the average reader would be expected to see most clearly; and the quotations from the original account of Galilean Relativity are in striking contrast with the several pages of calculus which attempt to clarify the idea.

It would seem that, like so many academics, the professor thinks it dishonest not to supply a full picture where the average reader can cope only with a sketch. He does not improve matters by the discursive style which betrays the book's origins and he is not helped by the somewhat pedestrian translation. Incidentally, it is a pity that the physics units had not been translated; it comes as a surprise, in a book intended for to-day's students, to come across terms like *dyne* and *gram*.

The non-specialist will probably find the book heavy going; there are many thought-provoking observations but little of the sustained (and almost non-mathematical) excitement of *The Dancing Wu-Li Masters*. Science students, on the other hand, will find in it a comprehensive – if expensive – picture of the world of physical science.

Frederick Aicken

American connexions

Science, Students and Schools. By R. D. Simpson and N. D. Anderson.
Wiley £10.50. 0 471 02477 5.

Had this book emanated from, say, Germany or Japan, it would have been taken for granted that a version for sale in Britain would have been translated into English, with an appropriate substitution of local references, bibliography and so on.

In fact, the work has its origin in America, its authors being at North Carolina State University, and the whole of its focus is upon a set of conditions very different from those experienced over here. An interpretation for British eyes would have much value; in its present form much of that value is dissipated.

It is not such spellings as "color," "center" or "behavior" that bring the misgivings, nor even advice on "upcoming field trips" to an "oak-hickory forest" or other unfamiliar terms. That the whole relates to a different structure of schools and classes is not an insurmountable handicap either. But the overwhelming verbosity of the jargon that pervades every page must mean that it is unlikely to benefit young teachers in this country. "Modular scheduling", "reality therapy", "instrumental relativist orientation", "the psychodynamic triangle" – the examples could be multiplied a hundredfold.

Does this necessarily mean that the volume has no significance for teachers in Britain? Far from it. There are stimuli for thought and action about the school curriculum, content and presentation, the aims and purposes of science education, teaching techniques, laboratory organization and safety, teacher training and much more. A less verbose treatment of those topics in commonsense English would be even more attractive, however.

F. W. Kellaway

Over the rainbow

Rainbows, Halo's, and Glories. By Robert Greenler
Cambridge University Press £15.00.
521 23605 3

This is a very unusual book. A clear, but quite technical, text about the way optical effects we see in the sky are produced is accompanied by the expected line drawing to illustrate reflection and refraction, but also by an unexpected wealth of striking colour photographs of the beautiful phenomena being discussed. Further, readers are invited to write to a mail order establishment in Wisconsin to purchase slides of the rainbows, haloes and glories. A teacher armed with those slides and this text ought to be able to introduce many topics in optics relatively painlessly to a wide variety of students.

A handful of thought-provoking puzzles, useful chapter by chapter bibliography, and an adequate index round out a delightful book which I expected to find dull but which actually brightened a winter afternoon. Robert Greenler, who is Professor of physics at the University of Wisconsin-Milwaukee, is an enthusiast, and his enthusiasm for his subject shows both in his writing and in his attention to detail. The price of his book is reasonable considering the quality of the colour plates; one to get for the library, perhaps, together with a set of the slides which promise to be even more striking in the projector than on even a good quality printed page.

John Gribbin

The lacemaker

Thomas Lester, his Lace and the East Midlands Industry. By Anne Bucks.
Rath Bean, Bedford. £12.60.
0 903585 09 X

From a modest early career as a lace dealer in the 1820's, Thomas Lester amassed a small fortune which enabled his son to expand the business and in his turn leave a net estate of over £20,000. Although in competition with the popular cheap machine lace, the Lesters continued to thrive because of the very high standard of design and workmanship of their handmade Bedford lace.

The book covers the social aspect of this badly paid skill, and contains many good photographs of designs and lace samples. Its publication coincides with an exhibition of Lester Lace now showing at the Cecil Higgins Art Gallery, Bedford.

Betty Tadman

Paperbacks

Figuring out the facts

Statistics Without Tears: A Primer for Non-Mathematicians. By Derek Rowntree.
Penguin £1.95. 0 14 02 2326 6.
Quick Statistics: An Introduction to Non-Parametric Methods. By Peter Sprent.
Penguin £3.95. 0 14 08 0438 2.

Much of my daily bread is earned by using statistics, that is the vast collections of data and not statistical methods. Many a time I have tried to remedy this lack of knowledge but have yet to get further than the first chapter of a conventional text. Tidy chapters in academic tone followed by the ricochet of sharp questions.

Statistics Without Tears is a gentle introduction to the concepts without the additional burden of having to manipulate calculations simultaneously. Rowntree's approach is that of a "tutorial in print" along the lines adopted by a number of Open University texts. The techniques and their myriad applications are presented in a simplicity of language achieved only by those in harmony with their subject. The liberal sprinkling of graphical representations simplify the concepts. Although without tears, Rowntree does not mean without effort.

In common with most authors, it is rather closer to the conclusions than the introduction that non-parametric or distribution-free methods are mentioned. "Statistics is," Rowntree believes "best *explained* from the parametric tradition." Fortunately Peter Sprent, who has devoted one volume to the parametric tradition, is willing to explore non-parametric methods in *Quick Statistics*.

Although considered to be "short-cut" or "quick and dirty", distribution-free methods are not new. Their origin is attributed to John Arbuthnot's paper, "An argument for Divine Providence taken from the constant Regularity observ'd in the Births of Both Sexes", published in the *Philosophical Transactions of the Royal Society* in the early eighteenth century. Distribution-free methods languished in such tomes until the 1930s when R. A. Fisher made randomization tests respectable, although cumbersome.

Non-parametric methods are certainly much more fun – or is it that they require much less effort? Sprent has a lively imagination when concocting examples and the style makes this second cousin to the real thing take on the appearance of validity. The most valuable section shows how these techniques are applied by professionals in different fields, which emphasize the central role that statistics take in our everyday lives.

Lois Rodgers

Children's literature

Signs of the zodiac

The Shining Stars. By Ghislaine Vautier. Adapted by Kenneth McLeish. Illustrated by Jacqueline Bezençon.
Cambridge University Press. £4.95. 0 521 23886 2.

Any well-told collection of Greek legends will appeal to young children. For the storyteller, the problem is to decide what to include and how to provide enough background information to make the story interesting, yet uncluttered. *The Shining Stars* has a distinct and limited scope in that it retells the stories of the 12 signs of the Zodiac. Each story is presented on a double page and is told in lively, clear language. Background detail is concise, relevant and never interferes with the progress of the story. At the front of the book, a separate list of the main characters provides additional information and phonetic help with pronouncing the names.

Although the Zodiac is an interesting idea as a unifying theme, inevitably some of the stories are weaker than others. I can imagine the child born under Libra, for example, being disappointed by "his" story – "The Judgement of Themis". Probably the most interesting part, Adonis' death, is hinted at in the illustration but omitted in the text. Generally, though, this is a collection of diverse but individually amusing stories which would be enjoyed by six to seven-year olds. The lavish illustrations are rather prettily pastel for the text and the monsters too friendly by half for most children's taste.

By contrast, at the end of the book is a rather earnest supplementary section about constellations of the Zodiac, their component stars, with Latin and Arabic names, complete with diagrams of their position in relation to the earth and sun. The children of an age group to enjoy the stories will find this section pretty daunting. I find it difficult to distinguish the Zodiac signs in the diagrams and remain unconvinced by the author's advice that, with a good star chart, I should be able to verify the book's information just before midnight on a clear night.

Pam Michel

science books

Lesley Bulman on 'Science in Society'

Long road from dictation to discovery

Science in Society, Teacher's Guide, Director John L. Lewis.
£10.50. 0 435 54043 2.
Science in Society, Omnibus Pack
£8.50. 0 435 54042 4.
ASE and Heinemann Educational

Science teachers have been looking forward to using the *Science and Society* materials for over a year, their curiosity whetted by prepublicity. When it was published last year, it was given a spectacular launch at the ASE conference; now, after having read the course, many teachers feel sadly disappointed.

The expectations were great: science teachers had felt the need for such a course since the ASE's *Alternatives for Science* in 1979. Science courses had been changing from the dictated to discovery, but many teachers felt that their courses lacked a wider context because of the preoccupation with practical work. Science has been losing popularity with the general public since the days of Harold Wilson's "white-hot technology", and it appeared to be isolated from the political and social issues of the day with scientists seeming remote and uncaring. More pupils now take science subjects but the dichotomy between the Arts and the Sciences is as wide as ever. A course such as *Science and Society* might make science appear interesting and relevant to students of all disciplines and restore an interest and understanding that would help all future citizens to take decisions.

The four aims of this course are excellent:
1. To understand the nature and limitations of scientific knowledge.
1. To appreciate that the use of scientific knowledge can be both beneficial and detrimental to society and the environment.
3. To appreciate that the Earth's resources are finite.
4. To understand the need for, and to develop the ability to make reasoned decisions which take account of all relevant constraints; and to recognize that moral considerations are involved in making decisions.

It is a sad reflection on science education that these aims are not covered in all science courses. Unfortunately much of *Science in Society*'s written material would not help the student achieve these aims:
1. The nature and development of science is inextricably linked to society's expectations, politics, and technological innovation; this relationship is barely mentioned. The limitations of science in relation to society and its constraints, the boundaries of knowledge, and moral judgments are not explored.
2. Out of over a hundred papers, one-and-a-half pages are devoted to the atomic bomb, and only two papers on the detrimental aspects of science (both on pollution). Even when the title of a paper implies controversy it is sidestepped (as in "The Risks of Energy Provision").
3. There is a good section on resources, but no mention of their conservation by using alternative technology. The controversy surrounding nuclear power is dismissed in twelve lines.
4. The consistent lack of differing and alternative points of view that are held by many eminently respectable scientists and politicians makes taking "reasoned decisions which take account of all relevant constraints" exceedingly difficult.

One of the main reasons why this course has failed to produce materials that are consistent with its aim lies in the choice of contributors and trial schools. The papers have been written by many distinguished scientists and industrialists, who write with all the assurance and weight of their experience and position. Almost none of the papers pose questions, admit conflicts, inconsistencies or incompleteness. The articles all follow a scientific or political "establishment" line. Different sides of an issue are not represented even by the equally distinguished, and there is no whiff of the CND, Friends of the Earth, or BSSRS.

The list of trial schools is impressive and includes most of the prestigious public schools. There is a great danger in using such schools extensively for the trials of materials aimed at the whole school population: fee-paying schools are unrepresentative in terms of class structure, ability range, and teaching styles. (This has been analysed by Shayer with reference to the Nuffield schemes.) The philosophy that leads teachers to work in fee-paying rather than state schools has clearly influenced the educational philosophy behind the course. This emerges strongly in the *Teacher's Guide*.

The pupils' material for the course comprises twelve booklets and eight simulation exercises. Each booklet contains between six and fourteen articles covering a wide range of topics; they rarely include any discussion questions and only rarely are there references for those who wish to read further.

The course is directed at 16 to 20-year-olds "of a wide range of ability". However, only pupils of a very high literacy level would be able to cope with the densely written and lengthy papers. Many students would find the articles difficult and not concerned with the great issues that arouse such passion in the young (and old). The tone of many of the articles would inhibit many students' questions or lead to a total rejection.

There is a wealth of valuable information and some sound advice in the *Teacher's Guide*, which is meant to act as a resource and not to prescribe a course, although a lot of teaching details are given including a possible sequence, background information, further reading and film lists.

Unfortunately there is no index either for the *Teacher's Guide* or the booklets which makes finding the information difficult. The *Teacher's Guide* contains much useful information for all science teachers (it is envisaged that this information will be updated periodically) and would be invaluable when starting this course, but again there is an unquestioning acceptance of scientific separation and establishment thinking that is anathema to many science teachers. For example in the "People in Industry" section thirteen types of personnel are mentioned as being important in a factory, not one of whom is a worker or technician.

One particularly fatuous device is the giving of questions to stimulate discussion, but then giving the answer, neatly encapsulated in one or two sentences. ("Is open-heart surgery safe? There is a risk, but it is relatively safe in skilled hands." "Is there a danger of another tragedy such as there was over the use of thalidomide? The risk is always there, but the drug industry and the medical profession are now aware of the dangers of the side effects of drugs.")

After the thoughtful, academic *Teacher's Guides* of the Nuffield courses, it is saddening to find a guide where the writers have thought so little about their educational objectives and who can be so unscientifically patronizing.

The final booklet ends with these words: "There is a need for people to work in science and technology, and also in medical and other services which operate directly to raise the quality of life. But it is only if able people make industry flourish that we can pay for such services. What are you going to contribute to assure the future? We all have varied talents and one lifetime to use them. What will you do with yours?" These sentences summarize the message of the course, but how much is left unsaid and unquestioned! Sometimes the greatest contributions are made by those who criticize and refuse to accept the Establishment view.

In search of science literacy

Science for first examinations. By Don Merchant.
Holmes McDougall £2.95. 0 7157 1991-2

The last paragraph of this textbook (for some CSE and GCE examinations) states: "The solving of problems brought about by science will only be managed by scientific endeavour, not by wishful thinking." In his preface the author points out the general need for scientific literacy at a time when "science is not embraced so joyfully as the other disciplines" and he urges the reader to accept science as an important element in our culture.

In between there is much disappointment. The text constantly provides ready-made solutions to most of the problems it introduces. It tells us how to find the volume of an object instead of providing us with a problem plus a few hints for its solution. It suggests mysteries like the appearance of insoluble chalk from clear hard water or the ability to draw milk up to our lips with a straw; then, immediately, it gives the explanations. In dealing with reflection of light from mirrors it tells us "You can check that the image distance is the same as the object distance"; well of course you can, but if you do measure the distances carefully you find that they are not the same. In doing so, you will have disturbed your faith in science textbooks but you will have learned something valuable about the limitations of scientific theory and you may even have discovered something new about the mirror.

In fact, the ability to solve problems can be learned only by practice in solving problems. Admittedly, at the ends of chapters, there are good selections of examination questions; but this is *using* the ready-made science which could have been created in the treatment of each topic. Having *discovered* how to measure density and to formulate a simple rule for floating and sinking, even, the youngest science student is intrigued by apparent anomalies: why should a solid steel needle float? why doesn't ice sink? To be told, as we are told here, the answers to these puzzles is as frustrating as to be told the identity of the killer in the who-dun-it you have kept for a cosy read in bed.

The enterprising teacher will, of course, treat each topic as a problem, but he would have done so without the book. The less enterprising teacher may well succumb to the temptation to allow the book to do his essential scientific work for him, to supply – instead of discover – the so-called facts. Even the examination questions can be answered, without much scientific endeavour, by some diligent and perfunctory digging from the text. But the 64,000 dollar question, "Why is science an important element in our culture?" is not posed, let alone answered or discussed.

The book is an efficient and clear guide to the passing of simple science examinations but that is not the same as science.

Frederick Aicken

Facts of the matter

Everyman's Scientific Facts and Feats. By Magnus Pyke and Patrick Moore.
Dent £8.95. 0 460 04540 7.

Perhaps this is best looked at as a "fun book", for while the information it contains is sound enough, the whole approach is all too itsy-bitsy, and reminiscent of the posturings and affectations of some of the more extravagant bring-science-to-the-masses programmes on the television screen.

Of course no education today is complete without a basis of scientific training in principles and facts. It could be useful, therefore, to have in 300 pages some selective accounts of developments in science and technology.

But 18 pages on food and agriculture have to suffice to cover the history of farming from the neolithic age, lists of vegetables and fruits with scientific names and origins, an account of food-processing, notes on diets with two pages of "calorie count", and a final miscellany to explain that "you can feed twelve men with the omelette made from one ostrich egg", "more wine is drunk in Italy per person than beer is drunk in Australia" (try working that out!) or that "the substance that makes bubbles in bubble gum is rubber".

Similarly, a chapter on communication (17 pages) deals with speech, print, and electronics, and yet takes space to explain that "there are seventy two letters in the Cambodian alphabet" while "no evidence exists that either Jesus Christ or Muhammad knew how to write".

Chemistry, energy, time, astronomy and transport are among other section-headings, and there is a full index. This work cannot, however, be put in the same class as, say, Hogben's *Science for the Citizen* or the fifty-year-old *Outlines* issued by Gollancz. Updated versions of these would be much more useful in a school library than this superficial treatment of a vital subject.

F. W. Kellaway

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Out of this world

John Gribbin on astronomy

The Planet Jupiter. By Bertrand M. Peek.
Faber £10. 571 18026 4.

Pictorial Guide to the Planets. By Joseph Jackson and John Baumert.
Harper and Row £9.50. 06 014869 1

The New Solar System. Edited by J. Kelly Beatty, Brian O'Leary and Andrew Chaikin.
Cambridge University Press £9.95. 521 238811.

The Young Astronomer's Handbook. By Ian Ridpath.
Hamlyn £3.50. 600 36423 2

Hamlyn Encyclopedia of Space. By Ian Ridpath.
Hamlyn £4.95. 600 382 89 3.

Space. By Martin Ince.
Sphere £1.50. 7221 4910 7.

Riddles of the Stars. By Robert Kraske.
Harcourt, Brace Jovanovitch £3.95. 15 266907 8.

The present wave of astronomy books, and especially books about the planets, probably owes much to the successful Voyager missions to Jupiter, Saturn and beyond, which have highlighted the continuing public interest in space. Some of the present batch draw directly on data from space probes; others simply seem to have been published, by chance or design, to coincide with all the free publicity. The new edition of Bertrand Peek's *The Planet Jupiter* (subtitled "The Observer's Handbook") seems to fall in the second category. This is very much a book for the active planet watcher; originally published in 1958, it has long been a classic of its kind, and the "revisions" by Patrick Moore consist mainly of cutting out the out of date theoretical discussions and leaving the chapters on observing alone. For a specialized audience of amateur observers it will be welcome; anyone with a casual interest in the planets tempted into buying it by the Voyager pictures from Jupiter would get a nasty surprise, and as the price indicates this is not strictly a "popular" book at all.

Pictorial Guide to the Planets (now in its third edition and *The New Solar System* are, however, very much the sort of thing to tempt readers who have followed with fascination the robot exploration of the Solar System. *The New Solar System* is more glossy, with plenty of colour, and is a lighter read; the *Pictorial Guide*, in spite of its name, is more meaty, with a more comprehensive text as far as it goes. For practical purposes, however, it goes only as far as Mars, whereas *The New Solar System* strongly features Voyager pictures and data from Jupiter and Saturn. You pays your money and you takes your choice – or you wait for the fourth edition of the *Guide*, with more on the outer planets!

You also have a choice of books by Ian Ridpath, the 1980s answer to Patrick Moore, but here the issue is far more clear-cut. *The Young Astronomer's Handbook* is an excellent, reasonably priced and conveniently sized introduction to the Universe and our place in it, a worthy addition to the Hamlyn series of handbooks. The title is unfortunate, since it may put off some older astronomers, or would-be astronomers, who might otherwise enjoy the volume. And it does, of course, compete with a bewildering array of introductions to astronomy, dictionaries and encyclopaedias of astronomy, and young people's guides to the Universe. Ridpath's writing may lack flamboyance, but he has one great advantage in such a competitive situation – scrupulous accuracy and an absolutely reliable presentation of the facts. When I need to be reminded of some basic number such as the distance from Earth to the Moon in kilometres, I always turn to his books first, confident that I won't fall victim to some howler or missed proof correction.

That said, I can't imagine any reason why I would turn to the *Hamlyn Encyclopaedia of Space*, nor why it should have been published at all. It is certainly not an encyclopaedia, it contains nothing not already available elsewhere, and it isn't even up to date – the latest Soyuz flight listed, for example, is that crewed by Vladimir Lyakhov and Valery Ryumin launched on 25 February, 1979. Perhaps it was originally planned to cash in on the Space Shuttle, and the publishers tired of waiting for that beast to fly. Now they've got the worst of both worlds, with a mention that "the first shuttle flight into orbit is expected in the early 1980s" clearly dating the text. But the pictures are nice, and the book isn't expensive. It may have found a place in a few Christmas stockings.

On space, or more accurately spaceflight, Martin Ince's book has the advantage of being a paperback and the disadvantage of having no decent illustrations at all. I don't really know what to make of this sort of book. You can't sit down with it for a good read, it would bore you to tears; you can't use it as a reference text, since it has no index (a sin inexcusable in any non-fiction book); and you can't flip through the pages till something catches your eye since there is nothing eyecatching on any of those pages. You'd be better off putting your £1.50 towards the cost of *The Young Astronomer's Handbook*, whatever your age.

Finally, Robert Kraske's *Riddle of the Stars* really is aimed at young readers, and succeeds in making astronomy sound twee. It has italics – "what is even more amazing is that our astronomers today *still see the same explosion*" – it has idiot guides to pronunciation – "(neb-you-lah)" – and it has exclamation marks! If I'd been given a book like this to read when I was ten, I probably would never have become a scientist, and you wouldn't be reading this review now.

Best buy for beginners, among the current batch, is clearly Ridpath's *Guide*, with the *Pictorial Guide to the Planets* and *The New Solar System* both essential reading for those with a more serious interest in astronomy. The other four leave me wondering why they cut down forests to make paper; but I suppose three out of seven is a good average in publishing.

Light on the subject

F. W. Kellaway on A level physics

Advanced Physics. By S. M. Geddes.
Macmillan Education £5.95. 0 333 27063 0.

Diagnostic Testing in Advanced Physics. By E. Deeson.
Hodder and Stoughton. Complete Volume £3.45. 0 340 26281 8. Test Volume £1.95. 0 340 26282 6.

Advanced Physics. Fields, Waves and Atoms. By T. Duncan.
Murray £4.75. 0 7195 3845 9.

Advanced Physics. Materials and Mechanics. By T. Duncan.
Murray £3.75. 0 7195 3854 8.

A Level Physics Volume 3. Electricity and Modern Physics. By M. Chapple.
Macdonald and Evans £2.25. 0 7121 0158 6.

The first two of this better-than-average batch of sixth-form texts break away from conventional patterns. The Macmillan book, with an attractive typeface and layout, has been designed for non-specialists who are not expecting to proceed further in pure physics. Medical students and other non-mathematicians have been particularly in the author's mind, and the use of advanced mathematics has been deliberately kept to a minimum".

Skipping over the doubts as to what constitutes advanced mathematics in this context (and the fears that potential doctors need not be fully numerate), the inviting arrangement of the work must be endorsed. The whole of the basic A level course is divided into 10 units, with the more straightforward parts of the various topics dealt with first-time round, followed by their extensions covered in a second cycle.

As an instance, heat appears at the beginning of the sequence in three chapters on measurement of temperature, calorimetry and thermal conduction. It recurs in the second half of the book with a further three chapters on experimental gas laws, kinetic theory of gases, and vapours. There is a corresponding procedure for other sections of the syllabus.

Because of this somewhat unusual order of the work, it is suggested that it be followed in its entirety. Most writers assure teachers that they may organize their own courses, selecting chapters in whatever array they wish. It is refreshing to find an author with the courage of his convictions that his way of doing things is as good as any. It is sensible, too, for in practice once a particular textbook has been adopted, teachers normally also adopt the plan of that book. So here is one practical approach that should attract many adherents.

Mr Deeson's collection of some 350 short questions, in 10 sections, each with five possible short answers, is also interesting. He is emphatic that the prime function of the work is not simple testing, but a "sensitive teaching and revision aid". He also believes that "the sophisticated language of GCE Advanced Level physics questions of all kinds is a matter for concern" for they "typically have a required reading age of well over 20". He has therefore couched his own questions rather differently, and suggests that "the required reading age of a random sample of about 10 per cent of the items was well below 15".

Furthermore, Mr Deeson always has firm objectives in mind, so that the purposes and values of the various questions and answers have been carefully thought out.

All this becomes clearer in the larger volume which is complete with diagnostic notes for the teacher's benefit. Here the 90 pages of the test volume, which would normally be that used by pupils, are joined by 60 pages carrying an explanation of why any one of the five answers to each question should or should not be accepted. Incidentally, there are some instances where another answer, not included in the five possibles, is more appropriate, while in other cases the small diagrams used are not completely unambiguous. But, over all, those teachers who accept Mr Deeson's philosophy will welcome this presentation.

The remaining two of books are second editions of works of established popularity. Both authors have found it desirable to extend their treatment of electronics and Mr Duncan's chapters in particular have a very up-to-date look. Additional questions collated from past examination papers of the various boards also reflect recent changes in syllabuses, while a number of the illustrations have been enlarged to advantage.

There are fewer changes in the volume on materials science and mechanics, but there is still a welcome freshness of approach. The low prices of all these revised editions are worthy of note.

F. W. Kellaway

Chemical compendia

Chemistry for First Examinations. By David Charles.
Holmes McDougall. £2.95. 0 71571989 0.

Chemistry in Balance. By A. M. Hughes.
University Tutorial Press. £2.60. 0 7231 0814 5.

It is a curious coincidence that both these authors are teaching chemistry to 16-plus students in Devon. Their experience is clearly apparent in the texts which are well geared to the needs of the students, being interesting, well paced and never giving the impression of talking down to the students or being "watered down" O level material. Indeed, each has sufficient distinctive character and quality to find its niche in the short list of recommendations for CSE/16+ exams.

David Charles has produced a large strikingly presented book which is organized in a novel way. Each of the 52 topics occupies one complete double page. The text is packed with interesting information, written in a clear, bright style and well laid out on the page. Most topics include clear diagrams and a large number of stimulating photographs and relevance to the material. Indeed, there is considerable emphasis on the applications of chemistry to everyday life; the problems of the energy crisis and how it relates to the law of conservation of energy are fully discussed for example.

Details are given for some practicals but there is a need for the teacher to supplement this with class practicals and demonstrations. The author has attempted to follow a logical teaching sequence, the topics being grouped into sections, the first two (pure substances, water, air, salts) being aimed at 11 to 13 year olds, elements and atomic theory being for the third year, and other topics such as materials and calculations being for the years leading up to external examinations. However, the author is realistic enough to know there is no correct teaching order and has arranged material so that other sequences can be followed thereby giving maximum flexibility. At the end of each section there is a double page of structured questions; but they are insufficient to give complete coverage of the topics and teachers would have to incorporate extra questions into their teaching scheme. Even with this reservation, it must rank as one of the most interesting and attractive texts on the market.

In his introduction, Mr Hughes states his aim: to introduce the subject as simply as possible. With emphasis on readability, clarity of layout, relatively large print, and lucid style, there is no doubt that he is successful. The pages are perhaps a little full and there are no photographs, although there are many clear diagrams, but this may be inevitable if one is to produce a book at such a reasonable price. The traditional sequence is followed, "what are things made of?", "gases", "atoms", "sorting out elements" (classification of elements), "language of chemistry" (symbols formulae and equations) etc. The mole is included early in the book but is limited to the conceptually easy solid state; there are no calculations based on solutions or volume of gases.

There are many stimulating questions at the end of each chapter, and appendices on naming, units and revision exercises at the back of the book. In the best sense, this is a traditional style textbook, geared specifically for the needs of CSE and 16+. It can be confidently recommended especially as it appears to be good value for money.

Chris and Pat Mason

Biological rhythms

Animal Behaviour. By A. P. Brookfield. 0 17 448086 9.
Ecology. By T. J. King. 44807 3.
Mathematics in Biology. By D. C. Carter, M. S. Gosten, A. Orton, G. T. Wain and C. Wood – Robinson. 4480891 1.
Nelson Selected Topics in Biology series £2.95 each.

Specifically written to encourage an in-depth approach by sixth formers, these monographic items are the first to be published in Nelson's new Selected Topics in Biology series, which is edited by M. B. V. Roberts. The stated series aim is to broaden the student's view of biology without trespassing on university territory, a point perhaps not too well understood by Carter et al, who say in their preface we hope that it will also be of benefit to . . . undergraduate and college students in biology". But nit-picking apart, each book consists of an appropriately simplified overview.

Animal Behaviour commences with an outline of the techniques commonly used to study this discipline. It then deals with invertebrate neural organization and sense organs before considering the behavioural effects of hormones, pheromones, biological rhythms and a whole variety of behavioural categories. So, there are short chapters on imprinting, associative learning, insight, aggression, territory, family life, migration and the like, inevitably the reader will gain an elementary knowledge of many classical works such as those of Lorenz, von Frisch, Kramer, Huxley, Skinner and others. Also, a large section of the A. E. B. Advanced Level Psychology syllabus is covered in this text.

Ecology provides a brief, modern account of the subject's pure and applied aspects, though certain concepts have been omitted in order to make it readable and comprehensible to people without a lot of background. Chapter one serves as a primer, with subheadings like "The levels on which organisms can be studied", "What do ecologists do?" and "An ecologists view of an oakwood". After this there is a consideration of the niche concept, followed by other chapters on distribution patterns, population dynamics, regulation of the numbers of flowering plants, with a brief account of succession, as well as a very relevant piece on human populations. Finally, there is a detailed description of the ecosystem percept and short summaries of pollution problems and conservation.

Mathematics in Biology was written by a group based at the Centre for Studies in Science Education in the University of Leeds and aims to provide important background which might not yet have been absorbed by those in need of it. So equipped, we may gain an added insight and deeper appreciation of the biological applications of, for instance, mathematical simulation. In fact Chapter one deals mainly with mathematical modelling. The second informs about the representation of data. Linear relationships, size and shape and additionally included, along with some statistics and an interesting discussion of the relationships between dichotomous keys and mathematical sets. This text also deals with probability, genetics and statistical significance prior to the final two chapters on non-linear relationships, with attention to topics like surface area, population growth, distribution norms, sampling and measuring the environment.

All the authors emphasize the importance of practical work and include either short sections detailing some projects and experiments which can be performed or, in the case of mathematics, problems. Comprehensive reading lists are given.

Peter J. Baron

extra

Travel – wandering stars

You can still see what you expect to see: Kiyomizudera – "Clear Water" – Temple, Kyoto. Richard Tames

Japan – a world reversed

By Richard Tames

"They also have rites and ceremonies so different from those of all other nations that it seems they deliberately try to be unlike any other people. The things which they do in this respect are beyond imagining and it may truly be said that Japan is a world the reverse of Europe."

Thus, Alessandro Valignano, an Italian Jesuit, writing in 1583. Three centuries later the British diplomat, Sir Rutherford Alcock, was writing in very similar vein:- "Japan is essentially a country of paradoxes and anomalies where all, even familiar things, put on new faces and are curiously reversed. Except that they do not walk on their heads instead of their feet, there are few things in which they do not seem, by some occult law, to have been impelled in a perfectly opposite direction and a reversed order.

They write from top to bottom from right to left . . . their books begin where ours end . . . Their locks are all made to lock by turning the key from left to right . . . old men fly kites while the children look on; the carpenter uses his plane by drawing it *to* him, and their tailors stitch *from* them . . ."

Well, yes, Japan *is* different – but not *that* different; although some times one suspects that the Japanese rather like to think it is; as long as they can also be sure that they are like Westerners as well. The sense of difference is almost physically brought home to the visitor by the "Red Sea effect". He is obviously different . . . an object of mild curiosity before whom, except on the major streets of major cities, crowds seem mysteriously to part. Japan has no great residential community of Westerners. The number, about 60,000, is less than the number of French or Americans or Lebanese living in Britain. So a Westerner is likely to attract unashamed attention, especially in rural areas or among small children. And it's all too easy to underline your "differentness" in this rather conformist country by being apparently the only person in the whole of Tokyo not carrying an umbrella on an overcast day or by visiting the shrines and temples of Kyoto *without* a camera.

Curiosity about Japan is mutual and, in a sense, circular. The Japanese are intensely curious to know what the visitor finds curious. Japanese tourists in the West, like Japanese exports, tend to be highly visible. But they are not, whatever impression their energetic peregrinations may give, particularly many.

The total number of people leaving Japan for all purposes – study and business, as well as travel – is still only about 3 million, more or less the same as the number of Britons who go to Spain each year. Yet their education is suffused with Western culture and if there is occasional disdain, but more often genuine puzzlement, at the effects of *Eikoku-byo* (the British disease) on our economic performance there is still immense respect for *Eikoku* – The Excellent Country – as the land of Shakespeare, Dickens, Hardy and, for some reason best known to cultural historians, Somerset Maugha.

A visitor to Japan will therefore constantly be asked to recite his reactions and impressions. Delight, and not infrequently, amazement, will be shown at any knowledge of Japanese culture or history, ability to eat raw fish or competence in the use of *hashi* (chopsticks).

Acquaintance with the Japanese language is likely to dumbfound. Even a faltering use of half a dozen standard conversational catch-phrase is likely to be met with the assurance "Ah, you speak excellent Japanese!"

Language is, perhaps, *the* key to Japan as a cultural experience. Japanese is not an Indo-European language. It is structurally quite different from English. It has its easy aspects – no genders, no plurals, invariate verb forms and no "difficult" sounds. But it is fiendishly complex – the Jesuit missionaries of the sixteenth century thought so literally and dubbed it an invention of the devil to hinder the spread of the true faith.

Even experienced travellers are liable to find themselves disoriented by being reduced to total illiteracy. It is possible to learn quite quickly how to decipher the phonetic elements of the Japanese writing system. After that it's rather a matter of how you respond to a non-stop crash-course in visual memorization.

English-speaking visitors often find themselves the object of a sort of unofficial policy of reverse discrimination in matters of language. In Japanese secondary schools English is *the* major foreign language. So don't be surprised if a student sits down next to you in a park or on a train and says straight-forwardly "May I practise my English?" Stay for more than a few weeks and you're almost bound to find yourself running a conversation class.

Cope with the reading problem and you can start to get around. Amaze your Japanese acquaintances by using the Tokyo subway system without getting lost (It isn't the travelling that's difficult – it's buying the ticket). But don't be too ambitious at first. You can ride for two hours, changing trains three times, and still be in the suburbs.

The roads are less of a nightmare of congestion than they used to be, and they drive on the left so you won't be for ever wrong-footing at crossings. But the visitor is in any case more likely to use the superb rail way system, which epitomises all those well-founded cliches about Japanese cleanliness, courtesy and punctuality.

Of course Japan is a long way away, physically. But a number of airlines do offer cheap flights and package tours and, providing you don't insist on eating steak every day food isn't too expensive. Apart from thousands of modern hotels and *ryokans* (traditional inns) there are cheap youth hostels – but if you stay at one don't be surprised to find yourself involved in early morning physical jerks or evening lectures on local topography. Wherever you are, however you won't be expected to tip anyone.

If you never do get to Japan you really have missed something. It's different – but not *that* different.

Visit the Royal Academy's "Great Japan Exhibition". Write to the Japan Information Centre (9 Grosvenor Square W1) and get yourself on the circulation list for the (free) *Japan Education Journal* or come to one of the teachers' workshops or sixth form conferences it organizes throughout the country.

Zen express

By Michael Houser

How you get yourself to Japan depends upon the thickness of your wallet and how long you have before your holiday clock strikes 12, and you turn once again into a *sarariman* – Japanese for "salaried employee". If you can afford to ignore both, see yourself as a romantic, have a patient disposition and a sturdy constitution, try the Trans Siberian Railway from Moscow to Nahodka (7-9 days), whence by steamer to Yokohama, a further two days away.

Flying cuts the journey to anything between 16 and 32 hours, depending upon whether you choose the Polar Route, stopping in Alaska only long enough to sample a polar bear burger, or opt for the Southern Route where discounted tickets may be found. Here you hop rather than fly, all the way through southern Europe, the Middle East, the Subcontinent, Southeast Asia, Hong Kong and thence to Tokyo-Narita. In which case, better arm yourself with James Clavell's 1300 page feudal Japan epic, *Shōgun*. For those with thin wallets – and ironclad stomachs – Aeroflot is quite the least expensive of the scheduled services.

When you visit Japan you should be conditioned by what you want to do once you are there. The seasons are very pronounced, making spring and autumn much the best times to visit anywhere in the 1200 mile long archipelago – unless, that is, you happen to be a keen skiier or fancy open air saunas. The winter in Hokkaido could easily be mistaken for Siberia Kyushu island, 100 miles to the south, is, on the other hand, sub-tropical.

Although first thoughts on arriving in Japan would normally turn to food, accommodation and transport, the sudden shock of being reduced

Toji Pagoda, Kyoto

to illiteracy by Japan's three writing systems – *katakana*, *hiragana* (the phonetic syllabaries) and *kanji* (Chinese ideographs) – demands priority. Place names everywhere are double-signposted in Japanese and *romanji* (shades of Wales!). Hiring a car, however, is highly unrecommended, though you might profitably consider using the time on your outward passage to learn the 96 *hiragana* and *katakana* symbols so that you gain a degree of literacy. To enable you to get essentials done, JNTO* will freely provide you with their *Tourist's Handbook*, a very pragmatic approach to the problem, the likes of which only the Japanese would concoct.

Your magic carpet in Japan is made of steel: trains come in all shapes, sizes – and colours; they are also hands-down the choice. The colours of underground trains correspond precisely to their line-colour designations on the tube maps. JNR, Japan's up-market answer to BR, offer three types of inter-city services: local express (slowest and cheapest), limited express, and the famous *shinkansen* (super express) Bullet Trains.

These run along the old *Tokaido* (Eastern Sea Road) from Tokyo to Kyoto, then on through Osaka, Hiroshima to Fukuoka, on the northern tip of Kyushu. JNR tickets are also accepted on its inter-city coaches. Japan still has a number of small, private railways, effectively running branch line services such as the one from Tokyo to Nikko, the site of Tokugawa Ieyasu's mausoleum, just north of the capital.

Many of these *kinetsu* are straight out of the Rev. Awdry's books, with their fresh flowers and lace in the carriages and most welcome of all, the *o-shibori* (hot face towels) to start any journey.

There used to be a sign prominently displayed at Bombay station which announced: "Trains running late will make up or lose more time."

The concept of lateness has been purged from the Japanese railwayman's consciousness; you can set your Seiko by any Japanese train. And railway fare provides a reasonable introduction to Japanese cuisine, whether you partake of the customary *o-bento* (boxed lunch) which come complete with disposable *hashi* (chopsticks) or sample the offerings of the buffet *and* dining cars. But don't get the impression that Japanese railwaymen are slouches when it comes to a good sign; I leave you to transculturelate the sign at Nagoya Station which reads: "The public are respectfully requested not to throw departing passengers into the air."

continued on p.29

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extra

Roads to nowhere

Christopher Portway drives through Alaska

Few roads in the world have a more evocative image, especially to us restricted and overtaxed drivers on the traffic-snarled, bottle-necked trunk routes of Britain, than that of the Alaska Highway. Yet the allure of this 1,523-mile artery to the top of the world will surely decline as the black-top – North-Americanese for tarmac – spreads along its unpredictable dirt – dust or mud – surface.

Already there are long tarmac stretches on either side of the Yukon's Whitehorse and the other principal townships, while all 300 miles of the American portion is black-top – though the permafrost ensures that even here it remains well endowed with horrific potholes. No longer is this once-named Alcan Highway classed as a wilderness road in Canadian/US motoring circles, although with petrol filling stations and facilities sometimes a hundred miles apart, we pampered Brits might not agree.

If there is an elusive pot of gold at the end of the rainbow then there must be reward at the end of the Alaska Highway, or so the notion came to me as I gazed at Milepost 0 in the centre of Dawson Creek, British Columbia. It took me four days of hard, pothole-dodging driving to find out.

Canada has gone over to kilometres but Alaska remains faithful to miles. However, Canadian residents along the route have incorporated the old mileage numbers in their mailing addresses so some mileposts remain as their only indication of existence in a land of nowhere.

The road was built by agreement between the governments of Canada and the United States as an overland lifeline to relieve Alaska from the war-time risks to shipping and to supply a land route for war material and equipment. The pioneer road was then turned over to civilian contractors for widening and gravelling and the replacement with permanent structures of primitive log bridges.

Built by the US Army from the "end of the steel" – the railway – at the then remote frontier village of Dawson Creek, BC, the Alaska Highway has become a legend in the annals of road building. Officially opened in November 1942 when a ribbon stretched across it at Soldiers Summit – Milepost 1061 – was cut the highway climaxed a road-building achievement begun only eight months before.

Dawson Creek is a town of some 11,000 souls perched on rolling farmland. Though it retains an aura of the frontier it contains all the facilities of a small city, a title it has held since 1958. North of Dawson the scenery of the road changes little. Much of it reminded me of Siberia, with which the land has geographic links, with trees, trees, trees – mostly spruce – into enternity.

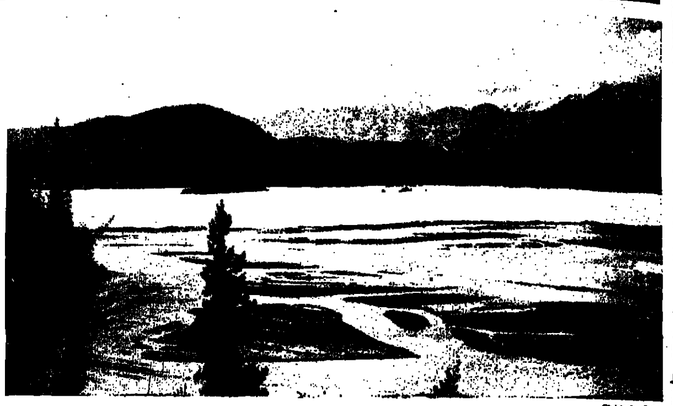
The highway crosses the sixtieth parallel into Yukon just south of Watson Lake at the 1008 kilometre post and Whitehorse is the capital. Here is a city of 15,000 astride the Yukon River in Canada's sub-arctic and, once more, it takes a while to discover that Whitehorse is far from being a one-horse town. Its parliament building is a modern structure of striking design whilst the hospital is one of the most modern in Canada. Historic links are represented by the SS Klondike, an old sternwheeler moored close to the river, while of more prolonged impact is the White Pass and Yukon Railway running 111 miles along the '98 Gold Rush trial over dramatic mountain territory to Skagway on the Alaskan coast.

On through Haines Junction and alongside the lofty peaks of Kluane National Park an as yet untamed wilderness, through Destruction Bay to the Alaska border at Kilometre 1965, and across yet another time zone to Fairbanks, Alaska's second largest city. It is one loaded with contrasts; fancy new hotels, shopping malls and housing projects cheek by jowl with log cabins and creaky wooden buildings.

My reward? A blissful two-hour soak in the Chena River Hot Springs and sojourn in the multiple activity wilderness lodge 65 miles out of the city – and that is close by in Alaskan mileage terms.

If the Alaska Highway is no longer classed as a wilderness road, plenty of Canadian and Alaskan routes still are. I drove the 451-mile (725 km) Dempster Highway through the Ogilvie and Richardson mountain ranges in 12 hours clocking up just one "flat", or puncture; a lucky break since much of this road surface is of razor-sharp lava chips that lacerate tyres at high speeds. Until recently it was a summer-only road but it is now maintained for winter travel though ice can make it impassable.

The highway starts 26 miles east of Dawson City, Yukon, from a junction on the Klondike Loop Highway and ends at Inuvik, in the Northwest Territories at the mouth of the Mackenzie River on the Beaufort Sea. Inuvik is advertised as "the first community north of the Arctic Circle to provide the normal facilities of a Canadian town" and it stands amongst the desolate grandeur and



Christopher Portway

ubiquitous spruce. Just one petrol station exists along the route plus a fine hotel (at Eagle River, Milepost 230) so, as with travel on all such remote roads, one should carry at least two spare wheels and plenty of extra petrol.

Built between 1959 and 1978 with lengths elevated on high gravel berms to act as insulating pads between the road surface and the permafrost the road follows the route taken by Corporal Dempster of the Royal North-West Mounted Police who lost his life "getting his man" in the arctic wastes in 1911. It crosses, by free ferries, two rivers, the Peel and the gigantic Mackenzie.

Another "road to nowhere" is the unromantically-named North Slope Haul Road in northern Alaska running 416 miles from Milepost 75.5 on the Elliott Highway to Prudhoe Bay on the Arctic coast. Initially a part of the trans-Alaska oil pipeline project the road was turned over to the state in 1978. At present only the first 56 miles are open to the public, though this may soon change.

But for sheer beauty of Alaskan landscape, a lateral road between the wholly tarmacked George Parks Highway and Richardson Highway (Fairbanks to Anchorage and Valdez) called the Denali Highway takes a lot of beating. Mostly gravel-surfaced with some difficult patches it runs 135 miles from Cantwell to Paxson and, before the George Parks Highway was built, was the only road link with Mount McKinley National Park (with its highest mountain in North America and a hundred miles of camp and trailer sites, plus free nature rambles and bus touring). The huge Alaskan Mountain Range soars against the skyline while at Mile 100 is to be found Jim and Vonnie Grime's Adventure Unlimited, a real "away from it all" retreat for those in need of solitude and the Great Outdoors.

Part in Alaska, part in Canada's Yukon, is the Klondike Loop beginning and ending at the Alaska Highway taking in the Klondike Goldfields and historic Dawson City. History is repeating itself here and a new gold rush is swelling the population of tiny communities like Chicken and Eagle where I watched eager prospectors in wetsuits sifting the bed of the South Forks and Yukon rivers for those prized yellow grains. Giant dredges – like dead dinosaurs – stand close to the road, the biggest-ever being up Bonanza Creek, near Dawson City. Dawson itself has changed little over the years. Another sternwheeler – the SS Keno – remains on show as does Jack London's and Robert Service's cabins, and I was lucky to lose no more than $10 at Diamond Tooth Gertie's Gambling Hall.

Constructed about the same time as the Alaska Highway and for bulically similar reasons was the Canol Road. Again it was the US Army that undertook the forcing of this 550-mile artery to and through the Mackenzie Mountains between Johnson's Crossing, near Teslin, on the Alaska Highway and remote Norman Wells in the Northwest Territories.

Its main purpose, however, was to service a pipeline from the oil wells at Norman Wells to Whitehorse at a time when the Japanese were threatening the Aloutian Island. The project was a fiasco from the start and very little oil reached the Whitehouse storage tanks. The cost was $136m worth of wasted money but with a renewal of oil and gas exploration in the NWT and Yukon the Yukon section of the road – some 300 miles – has been rebuilt.

The remaining 250 miles into the Northwest Territories continues as a ghost highway – impassable to vehicles – through the multiple barrier of mountain ranges bearing, along the way, the mouldering relics of an army's passing. It is a route of great beauty, terrible loneliness and vast horizons, of raging unbridged rivers, landslides and avalanches that have eradicated large sections of the old road, of herds of caribou, moose and lone temperamental grizzlies, of trout and greyling that can be enticed from streams without even the use of a line.

It took me 16 days on foot to negotiate the stony, overgrown and often vanished path; one of the toughest treks I have ever undertaken. A road with a challenge indeed.

Rainbow Adventure Tours Ltd Box 72, Dawson City, Yukon, Canada, run buckpacking tours along the most picturesque sections of the Old Canol Road.

Contact Twickenham Travel Ltd, 84 Hampton Road, Twickenham, Middx. Telephone: 01-898 8611.

CP Air oporate scheduled flights between Europe and Edmonton and northwards to the Yukon Alaska. Details of the highways of NW Canada and Alaska can be found in the year book *Milepost* (Alaska Northwest Publishing Co, Box 4EEE, Anchorage 99509, Alaska, USA. $7.95 plus postage).

Slow train coming

Tony Barnes rides Italian railways

"This *diretto* has become a *locale*," grumbled the man from Sardinia who was sitting in the corner of the compartment, while our train trickled happily along the north coast of Sicily.

That morning we had left Palermo on a train that the timetable promised would enable us to catch the ferry from Messina to Villa San Giovanni and reach Taormito that evening. This was becoming an increasingly remote possibility.

All the same, in spite of occasional local delays, rail travel in Italy is a pleasant way of getting around. Palermo, the capital of Sicily, is the far end of the main line to the deep South and is only a little less distant from London than Moscow or Istanbul, and train is still the cheapest way to get there, even though no longer such an obvious bargain compared with charter flights as a few years ago.

Provided one sees a journey as part of a holiday and enjoys travelling hopefully as much as arriving, the two days pass pleasantly.

Once inside Italian borders trains become good value. Long journeys cost less per kilometre than short ones, and there is a 15 per cent reduction on return journeys. Although adult fares begin at 12 years of age, families of four persons or more can enjoy a 30 per cent reduction with a family ticket (*biglietto famiglliare*).

The cheapness of Italian rail fares can be seen by comparing the two sections of the journey. At present the adult fare to Palermo is £113; over £91 of this covers the 1,150 km. from London to the France-Italy border town of Modane. The second and longer part of the route, from Modane down the spine of Italy and across the top of Sicily to Palermo (about 1,700 km.), costs only about £22, and this can be further reduced to about £15 on a family ticket. There is also a £13 reduction if you are travelling through France on a Tuesday, Wednesday, Thursday or Saturday in both directions. Couchettes are extra.

There are four classes of train in Italy, identified by names which all sound equally promising. The fastest are the *rapido* ("rapid") trains which run between main towns; a supplementary fare is charged and family tickets cannot be used. *Espresso* ("express") are long distance trains which only stop at main stations; *diretto* ("direct") trains stop at most stations and *locale* ("local") trains stop at all stations.

A major advantage of trains is flexibility; a basic itinerary can be interrupted at numerous points along the route. Returning from Palermo on a recent trip, we left our itinerary at Villa San Giovanni (on the toe) and spent two days sampling the wild beauty of the countryside in Calabria, Basilicata and Apulia.

The line round the Ionic coast follows a leisurely trail to Cretone, famous in ancient times for physicians and beautiful women, skirting stretches of near-deserted beaches where only occasional groups of fishing boats offer patches of gaudy colour. Even in Spring insufficient water reaches the coastal land from the hills, and the train passes over many *torrenti* dried out, or nearly so, until the next winter. In late afternoon the sloping sun catches the eroded hills in relief, showing them blanched and gulleyed by weather and time.

A similarly picturesque route lies cross-country from Taranto to Naples. The railway winds gently across rugged hills and gorges laced with bubbling waters. The trains cannot hurry, not because this is the deep South but, as frequently elsewhere, traffic on the single track has to be synchronised to allow trains moving in opposite directions to pass in the stations.

Feeding the family en route is rarely a problem. While it is obviously common prudence to have some reserve rations of sandwiches, biscuits and fruit, most *espresso* trains have either restaurant cars or light refreshment trolleys; packed meals are also sold on the largest main line stations. *Acqua minerale* is widely available and for children with sweet teeth can be made more palatable by the addition of some Kellogg's Rise and Shine crystals.

For families in Italy train travel is the method for all seasons, especially in an era of high fuel prices. Armed with a family ticket, a family of four can travel long distances for no more than the cost of petrol for a car; besides, in most towns small cars can be hired for local visiting.

Best of all there is the sense of adventure and exploration. Parents can study the Thomas Cook International Timetable and plot their route; children can observe those special sights like trains being shunted onto the ferry boats that cross the straits of Messina.

We had our first train ride in Palermo from Bognor Régis when our children were six and nine, and tried the experience again, recently. On both trips the children moved freely about the train, chatted and played cards with strangers. They were taught a junior version of poker by a student from Chicago; played happy families with a retired English lady and knock-out whist with a nuclear physicist from Pakistan.

We did reach Taranto that night. Although our connecting ferry had departed, we managed to board a ferry for container lorries. At the other side a chivalrous policeman held back the train for Taranto and helped my wife with the luggage while I rushed to get tickets. A touch of deep South courtesy which we recall with gratitude.

extra

Braggart's in my step

Leslie Gardiner walks along the road from the isles

In the warm breakfast car of the train we seemed to carry Glasgow's early-morning chatter and bustle with us.

It was a shock when we descended, to see nothing but snow and moorland. Rannoch station is a desolate outpost, point of no return for the snowploughs on the West Highland line: one wayside platform, one signal box, one or two indistinct houses.

The winter dawn, slowly breaking, lit archaic lettering on the notice-board of a railway company which was obsolete 50 years ago: "Motors are forbidden to foul the line". That ribbon of hard-packed snow, then, going east, was a road of sorts.

The diesel locomotive quietly panted. In the station-house garden a roedeer was eating cabbages. A young man in a Fair Isle sweater, answering some question from the engine-driver, held up a bloodstained knife and shouted: "Been skinning a fox." The train moved on towards bleaker gradients.

We – the dog and I – walked a little way on the footpath which makes the only frail link across the watershed of the central Highlands. If they'd build a few plank bridges over the torrents you might do it in a Land Rover – in summer.

This was January and we didn't go far, no farther than the forestry deerfence, inside which unseen creatures munched and muttered. The dog went out after whooper swans on the frozen loch, but I had to call her off because the big clumsy birds were sliding about on the ice, unable to gain flying speed.

We returned to Rannoch station and admired the small hotel, all snugged down for the winter. For four months in the year this tiny settlement has an imperturbable tranquillity that city-dwellers envy.

The proprietor called out as we passed. We hadn't the car with us? No, sorry. So was he. His wife had been groaning with toothache for one to take her down the valley to the dentist in Pitlochry. Only 38 miles, over barely-passable roads. The other face of the imperturbable-tranquillity coin.

In summer this western moorland absorbs many visitors without detriment to its serenity. It is chopped and intersected by threads of valleys through which the torrents rattle down into the riverine lochs of Tummel and Tay. Narrow roads, well-surfaced and provided with passing places, penetrate the glens, winding on for ever into fastnesses no tourist sets eyes on . . . until you come to where the road stops and a sheep track goes on, and there's a backpacker's tent and a carload of picnickers. Like yourself, they thought they had the world's end to themselves.

On the maps these roads look dubious, on the ground they're perfectly adequate. (In most of Europe's lonely places it's the other way about.) Not only they, but their viewpoints too are well shod. "Picnic Area" – "Free Parking at Lochside" – what the Tayside ratepayers think about it we don't know, but local authorities acknowledge the needs of visitors and are anxious to satisfy them.

Follow the sign and you come to a group of rustic tables and benches, a marked nature trail with a guide to the botany and wildlife, perhaps a tree house; also litter bins and lavatories, discreetly arranged among the birchwoods. I've seen foreign tourists in these places eating up their picnics quickly in order to get away before the man in uniform comes down on them for money. But there's nothing to pay. British tourism, and Scottish tourism in particular, must be almost unique in this respect.

On then, heading east by Loch Rannoch and Loch Tummel – the road to the isles in reverse, the land of the long chase in Stevenson's *Kidnapped*, under the diamond head of Schiehallion and the pastures of Dalchosnie where, eight years before Bannockburn, the English invaders fought Robert the Bruce. At Kinloch Rannoch the Tummel river swerves away, taking fright at its first village or possibly at self-catering's latest ploy.

In 1974 a group of solar-heated lodges was put up on the Rannoch shore: Scotland's introduction to time-sharing. Customers paid from £1250 to £6250 a week, depending on the time of year, for perpetual occupancy annually on specific dates.

The pioneer time-sharers have already seen their investments gain in value. The Kinloch Rannoch development now has a swimming pool with current-making devices, a sauna, a gymnasium, a solarium and a dry ski-run. Multi-ownership has proved a winner in Scotland, where the law permits full freehold possession, so the time-sharer can re-sell, sub-let or bequeath his stake like any other piece of property.

Still keeping pace with the Tummel river, we approach a country of dense variegated woodland and crumbling pack bridges. French holidaymakers (who are numerous, judging by the Renaults and Citroëns we meet) must be reminded of the Doubs among the pines and limestone pinnacles of the Jura. The scenery culminates in the Queen's View, the panorama which Queen Victoria, whenever she travelled north, thought it worthwhile to pause and feast her eyes on.

Our Highland torrent is now a serpentine canal, far down in the gorges. How to disentangle itself from this jumble of rock and foliage and lattice bridge (there's a single-track railway line down there too, mostly hidden in tunnels)? Only by way of the famous salmon ladder on Loch Faskally, it seems.

What with the hydro station, and the new Pitlochry bypass cutting across and the new-look Theatre in the Hills glaring down on river banks that were formerly abandoned to the mountain hare and eagle, this is a tame end to the Tummel. For 60 miles it's been running more or less parallel with the Tay, and now it loses its identity in that more important river.

We're still 30 miles from the sea – a long way inland, for Scotland. We're on the main road where each little town proclaims itself, with some justification, a "gateway to the Highlands". The gypsies fish for pearls in this stretch of the river (a jeweller's shop in Perth has been handling the stuff for centuries).

It's not an especially scenic run, these last 30 miles of the Tay, but there's plenty to see if you know where to look: the cottage which sheltered Bonnie Prince Charlie at Ballinluig; the tomb of his last known descendant at Dunkeld cathedral; a strange little museum of the Scottish mounted yeomanry in the same town; the great cedars and larches introduced by Planter John (fourth Duke of Atholl) which set the fashion in afforestation in central Scotland; two venerable trees, an oak and a sycamore, at Birnam, arguably the last survivors of the wood which came to Dunsinane; the meadow at Luncarty where Danish invaders crept up on King Kenneth and one of them trod on a thistle and let out a yell, thus saving Scotland and giving her her national emblem.

The Tay flows through page after page of Scottish history, all the way to Perth. Meeting it in summer, at one of the Fair City's three bridges, we hardly know we're crossing a river. In early spring and late autumn it's a different story.

A spate on the Tay, the river which makes Perth a seaport, the river which attracts the richest shoals of salmon and trout in Europe, the river which, in spite of its modest length (119 miles), carries a greater volume of water to the sea than any river in Britain . . . a ferocious spate on the Tay wasn't the least memorable of the sights we saw on the journey down from Rannoch station.

Zen Express
continued from p.27

The types of accommodation available to visitors mirror the very nature of Japan itself – highly visible Western institutions disguising an abundance of traditional yet thriving establishments of a distinctively Japanese character.

The cheapest of the former are businessmen's hotels, to be found in any city, although even Tokyo hotel prices compare favourably with London's. They cannot be faulted for cleanliness nor attention to detail – many provide guests with *yukata* (cotton *kimono*) and disposable tooth brushes; their major drawback is that they insulate you from the locals.

The same cannot be said of the *minshuku* (guest houses) and *ryokan* (inns). While it is true that the *ryokan* are an exception to the First Rule of Travel in Japan (you save money in proportion to how native you go), they are excellent value.

Here you encounter all-female porters, Japanese architecture, cuisine and customs – including, it must be said, the *benjo* (Japanese toilet) which you are advised to avoid if you suffer from vertigo!

Wearing your *yukata* throughout your stay, as a *maroudo* (honoured guest) you have your (Japanese) meals served in your room, your *futon* (bedding) laid out in the evenings on the *tatami* (straw matting), though you bathe communally, often in thermal baths – and as you come to expect, you soap and rinse yourself clean *before* you enter the bath proper. During the daytime, you may find yourself encouraged to write poetry, paint, sketch or simply meditate – if you can escape the sounds of the Space Invaders incongruously lining the foyer.

Should economy ever become an absolute necessity, the Okubo House in Shinjuku (northwest Tokyo) is in a class of its own: a 2-mat room (*tatami* mats measure 1 metre by 2 metres) and all the *cha* (tea) you can consume will cost you the princely sum of £2.00. Shades of *unagigoya* (rabbit hutches).

Japanese cuisine is greatly underrated – and it constitutes much more than just *sushi* (raw fish), *nori* (seaweed) and *fugu* ("suicide" fish). Rubber models of most items on the menu are displayed in front of a majority of Japan's restaurants and will save those with a timid palate from unpleasant surprises. Japan is particularly kind to vegetarians, gastronomically speaking, having been non-flesh eating as a nation before modernization. Anyone wanting vegetarian and zen cuisine should visit Kyoto's *Nanzenji* Temple.

A final thought. As *omawari-san* ("Mr. Walkabout"), the cop-on-the-beat will tell you, if he catches you:

"Hitch hiking, very sorry, not allowed."

Detailed travel information is freely available from: *Japan National Travel Organization (JNTO) 167, Regent Street, London W1 Tel: (01) 734 9638.

Japan Airlines, with offices in London, Glasgow, Manchester and Birmingham, offer two broad tour programmes: JALTOUR and JAL-TOUR EXPRESS (the latter for budget travellers).

In Japan, Tourists Information Centres (TICs) at Narita Airport, Tokyo and Kyoko, provide the best multilingual advice to visitors: TIC Tokyo 6-6, Yurakucho, 1-chome, Tel: (03) 502 1461.

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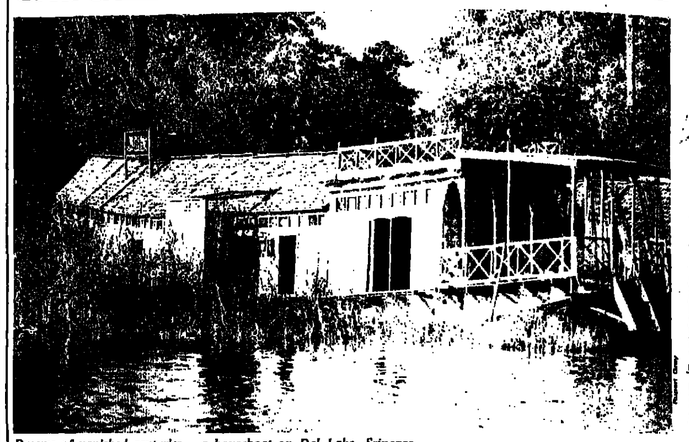


Dreams of vanished centuries – a houseboat on Dal Lake, Srinagar

Pickpockets by the Shalimar

Rupert Grey succumbs to the mountain paradise of Kashmir

If you enjoy being fleeced by all and sundry, or in any event most and sundry, then you cannot do better than Kashmir. They are, almost all, rogues of the utmost charm, and he is a fellow of mean spirit who is not easily parted from his money.

The Kashmiris have more on their side than charm; Dal Lake is so beautiful that it casts a spell over the open-hearted traveller, and the trifling matter of cost becomes of no consequence. Who is so enslaved to common care that they must bargain for the price of a houseboat moored on a lake in a bright, green valley in the foothills of the Himalayas?

The answer, is anybody with any pecuniary sense at all. With a little persistence you can reduce the price significantly; bargaining is the national pastime of Kashmiris, and they are experts. They have had a great deal of practice, for they have been doing it since the armies of Alexander the Great passed through the Vale of Kashmir a score of centuries ago. The British first arrived in the 1880s, on leave from the plains of Northern India during dry and dusty summers in the heyday of the British Raj, and the houseboatmen have learned to take full advantage of the British reluctance to argue about money.

Kashmir was, until 1947, an independent state, and the Maharajah, though tolerant of empire-builders on holiday, did not permit them to own land. The British settled for life on the water, and thus devised a tradition which has been handed down to us unchanged by India's transition from empire to independence.

Kashmiris now own the houseboats, and they invest or borrow big sums of money to provide accommodation that is unique and, in the "super de luxe" class of houseboat, a quality of service that is unrivalled in the most expensive of hotels. The new and bigger boats are elaborately carved floating palaces containing up to four luxurious bedrooms, and commanding magnificent views of water and mountain.

There are more than 3000 houseboats moored in the lakes and canals of Srinagar, and they vary in price and quality to suit all pockets: there are houseboats for hippies at £1.50 a night, and de luxe versions for the dapper Englishman and his wife and two children at £30 a night all-in. These prices include full meals, English or Indian as desired, coffee and Indian biscuits at any hour you please and the use, in most cases, of a *shikhara* for paddling about the lake.

This matter of price is a delicate one. It is as well to fix it early on, for the threat of leaving to join another houseboat is the strongest card in your hand. Use it well for your Kashmiri host will often, though not always, disregard the guidelines offered but not enforced by the tourist authority in Kashmir. This bargaining session is exciting and exacting; you need your wits about you, and do not be alarmed if it takes a number of conversations spread over a day or two, to settle the matter. It took us four.

We settled for a houseboat moored to an island in Dal Lake. It had three servants, two bedrooms, a dining room and drawing-room, all panelled in Himalayan cedar, and the floors were laid with Persian carpets. The bath, a rarity in India, was served by a wood-fired boiler that stood outside on a verandah at the rear of the boat, and the windows from each of the rooms afforded a spectacular view across the waters to the Himalayas. Giant chenars, cousins to the English plane-tree, cast tall reflections on the water, and it was for us a second honeymoon no less romantic than the first.

We spent our days reading books we had no time to read before, gossiping with Shaban, our houseboatman, about the days of the British Raj, and exploring the lost canals of Srinagar in his *shikhara*.

We picnicked at the Gardens of Shalimar, famous because the great lovers of Himalayan legend once spent their passion in those gardens. Their grandeur speaks eloquently of the Moghul Emperors who built them for their wives and concubines. We were there in June, and the gardens were ablaze with colour of flowers, hollyhocks standing under eighteenth century arches and waterlilies awash between fountains fed by Himalayan streams.

The Vale of Kashmir is rich in history, and those who know what to look for can find ruined palaces and ancient walls which are the legacy of a succession of conquerors; the ruin of a Hindu temple set high on a hill overlooking the valley that is now almost entirely Muslim tells a story of the religious strife that has split the sub-continent during recent centuries, culminating in bitter fighting at Independence.

The last of the empires lingers on, in the language and the lavatories (made by Twyford), the old Morris Oxford taxis, and the names of houseboats: "H-B Union Jack" stands beside "H-B Buckingham Palace", "Prince Charles" and "Princess Margaret" are moored end to end, and a gangplank links "H-B Balmoral" with "H-B Elvis".

Fixed to a panel on the drawing-room wall of our houseboat was a faded print of Lady Harris who once owned it; she stands, in a chipped gilt frame, in front of the Parthenon, a younger Shaban at her side. The picture speaks eloquently of the closing years of Empire, a grand lady on a grand tour in the 1930s with a Kashmiri servant, for company as well as convenience. Shaban looked after her in her last years, and when she died in the 1960s, he inherited the houseboat and buried her in the english cemetery on the Bund in Srinagar. We spent an afternoon there, for tombstones are history's backbone, and the memories of an Empire's founders were written there, fading with the passage of the years and obscured with red poppies and wild thyme.

There is more to gather than history in Kashmir. Those who travel acquisitively can return home armed with carpets and jewellery, and spices packed in little papier-maché boxes exquisitely painted with flowers and birds of Himalayan valleys. The traders of Srinagar are convincing salesmen, and it is difficult to resist a 2sq m shawl of the finest Pashmina wool that the floating vendors – "no obligation sir, just please looking" – will pull through a wedding ring – "and the wedding ring sir, perhaps you have somebody in mind, for you a special price?"

Look well before you buy, and do not confuse the charm with the quality of goods; there are, none the less, bargains to be had and fine workmanship to be bought. We came home with a carpet fit for a Kensington drawing-room and a tripod table carved in Himalayan walnut.

During our *shikhara* journeys we bought two dozen silk shirts for £3 each, from a floating tailor. Most of them fit, and those that did not we gave to friends of suitable proportions. From a Kashmiri cobbler I ordered six pairs of *gilgit* chappals (sandals) with tyres for soles. Nor did we forget to purchase a large quality of coriander, cardomoms and saffron, at less than a third of the price in London.

Our prize, however, was a magnificent Tibetan garment, woven in silk of many colours and bought from Lhasa on the back of a mule when the vendor fled in 1959. Or so we believed, until we took it to the Victoria and Albert Museum in London. Made in Southern India, they said, a fine example of the Indian ceremonial costume of the 1930s. Gradually the sandals fell to bits, and my favourite 'silk nightshirt' shrank in the wash so that it would not fit even the smallest of our friends. The rogues, as usual, had the last word, but life afloat in the Vale of Kashmir would be a poor thing without them.

Suggested reading: *The Glitgit Game* and *When Men and Mountains Meet*, by John Keay, published by John Murray. The last volume of *Pax Britannica* by Jan Morris. Available from Travel Bookshop, Abingdon Road, London. W.8.

Barging through the Midi

Angela Humphery celebrates waterways of the Languedoc

We wanted to celebrate our 25th wedding anniversary somewhere warm and romantic with good food.

The company emblem of Continental Waterways (who operate a small fleet of hotel barges on the waterways of France) is a chef chasing a snail with a fork, so we chose a five-day cruise with them on the Canal du Midi, starting on Toulouse and ending in Carcassonne.

However, our floating hotel, the *Palinurus*, took some finding because, due to an Air Traffic Controllers' go-slow, our Air France flight to Toulouse was late in arriving. We were to rendezvous at the Hotel Le Concorde with the Captain and other passengers but by the time we arrived the group had gone, leaving a message to say the the *Palinurus* would be moored at Port Sud on the outskirts of Toulouse.

We grabbed a taxi and headed out there. To our horror there was no *Palinurus*. Had it not arrived or had it been and gone? A young Frenchman kindly offered to drive us to look for it – up to the next lock, back into Toulouse and back again to Port Sud. Somewhow we had missed it but here it was moored for the night with Skipper Tim Elliott waiting to welcome us aboard!

We walked up the gangplank and into the dining-saloon where the other passengers were having dinner. Exhausted and hungry, we introduced ourselves over asparagus, *coq au vin*, cheeses, hazel-nut gateau, coffee and unlimited wine.

The barge can take up to sixteen but as this was the first cruise of the season (Easter), there were only nine, including us – a couple from New York, a couple from Denver, and a couple from London with their student daughter. There was a crew of six – Tim the Skipper; Lin the Housekeeper; Janice the Stewardess; Suzanne the Chef; Bob the Pilot, and Ian the Matelot.

Palinurus is 100 ft long and 16 ft wide with four double cabins, two twins and four singles (each cabin having a wash-basin, hanging space and drawers beneath the beds), three showers, one bathroom and three lavatories; on the upper deck a dining-saloon with four tables (the nine of us sat together with two joined end-to-end); a bar and a sitting area, galley and crew's quarters; and up for'ard a carpeted sun-deck with chairs and tables.

On my way back from the shower next morning I passed Tom and Jane from Denver looking *'très sportifs'* in shorts and track-shoes. They were in their early sixties and off for a jog. Up on deck I found David, the Londoner, lying on his stomach doing exercises for a chronic back complaint. Carolyn, from New York, appeared in a fluorescent-pink robe, lit a cigarette and stared in amazement.

At 8.30 we sat down to breakfast – orange juice, warm fresh croissants and brioches and hot coffee (or tea). We were then ready to move off but first decisions had to be made. Eight bicycles were clipped up at the stern and those who wanted to cycle to the next lock or two had to say so, so that Ian could put them on the quay. The two Englishmen (my husband being one) took off rather shakily along the towpath with Tom and Jane overtaking them at a quick jog. The rest of us sat idly on deck soaking up the sunshine and watching the fields of yellow mustard gently roll by.

At 11 o'clock coffee and biscuits were served after which a few more of us felt ready to cycle. I hadn't sat on a bicycle for twenty years and pedalled slowly alongside the barge with the sunlight filtering through the trees which line the canal. It created a dappled effect on the water which was pure magic.

Joggers and cyclists alike met up on an ancient stone bridge and waited for the *Palinurus* to come into sight. We then joined it at the next lock where we tied up for lunch. Suzanne's quiches and salads were delicious.

More than 300 years old, the Canal du Midi was designed by Pierre Paul Riquet and built between 1666 and 1681 employing 12,000 workers. Nothing so ambitious had been built since the fall of the Roman Empire. Cutting across Southern France from the westward-flowing Garonne at Toulouse to the port of Sète, its purpose was to provide an inland route for shipping between the Atlantic and the Mediterranean, thus avoiding the long and hazardous sea passage via Gibraltar.

It follows the natural contours of the land, which adds to its special charm, and is flanked with plane, pine and cypress trees (planted to shade the horses which pulled the barges), crossed with ancient stone bridges and spaced with oval shaped locks (unique to the Canal du Midi), and gently descends from its summit near Castelnaudary all the way to the Mediterranean. 150 miles long and climbing by a system of ladders of locks to a height of 600 ft, it was the first major summit level canal in the world.

The problem was how to keep its summit adequately supplied with water in a southern climate where rainfall is low. The successful solution consisted of 40 miles of feeder channels and the construction of the mighty 2,500 ft long St. Ferreol Dam, whose walls are lined with slabs of granite to prevent erosion. In 300 years the Canal du Midi has never run out of water.

On our second day, which was Good Friday, Tim drove us into the small town of Villefranche where it was market-day. (There is a mini-bus for excursions such as this and Tim would drive ahead in it, leave it at a pick-up point and then ride back to the barge on a motor-scooter). Apart from the vast mobile stalls selling clothes, there was a large fruit, vegetable and flower section with big, bright, juicy red peppers, cauliflowers the size of small clouds and carnations sold in bunches of a hundred for just a few francs.

We cruised into Castelnaudary, moored in the Grand Bassin and took a look around this garrison town of the French Foreign Legion. Next morning we were woken at seven by fifty shaven-headed members jogging past our porthole in dark green tracksuits.

That day we went through 18 locks, the first being the four together of Ecluse de St. Roch and a drop from the Grand Bassin of 38 metres.

We lunched on the speciality of the region, *cassoulet* (fed to the workers on the St. Ferreol Dam) which is made with chunks of goose, salted pork, sausage and haricot beans. We all had second helpings.

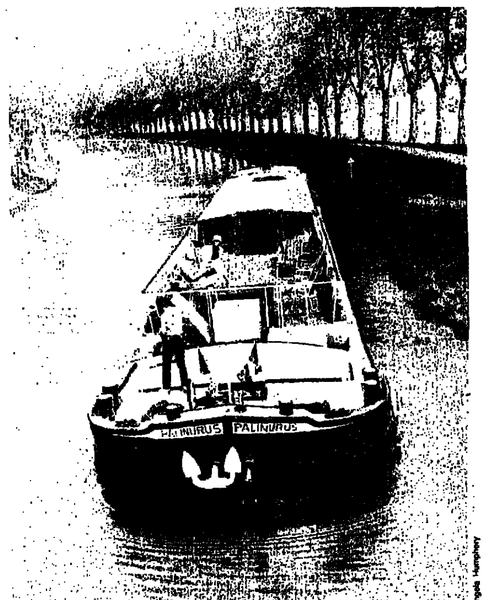
The days drifted by most pleasantly with one gorgeous meal following another (Suzanne's pork with prunes and cream was voted favourite) and the only decisions to be made were whether to cycle, jog or walk along the towpath or simply to stay on board watching the passing scene – perhaps a fisherman in bright blue overalls and beret, cigarette in mouth, leaning over his line.

On Easter Sunday the breakfast table was decorated with chocolate hens and Lin had devised a treasure hunt for hardboiled eggs which Suzanne had dyed into a strange pattern with onion skins. The locks were closed all day so Tim drove us in the mini-bus back to St. Papoul, near Castelnaudary, where shafts of sunlight shone through the cloisters of the Abbey and Mass was being celebrated.

We ate our hardboiled eggs, chocolate hens, and other gastronomic delights prepared by Suzanne, sitting in the sunshine in a field just outside the village of Durfort. The shops were filled with copper, pewter and brass, streams ran down the centre of the old streets (once used as sewers) and wisteria in bloom clung to the doorways.

We arrived in Carcassonne, a fortified and heavily restored city, at the end of our cruise. Sadly, next morning it was time to leave the *Palinurus*. It was also our 25th wedding anniversary and Lin had a surprise breakfast for us – strawberries and champagne.

What better way to start the day and end our holiday. Truly a bon voyage!



Angela Humphery

How to get there: Continental Waterways Ltd., 127 Albert Bridge Road, London SW11 4PL, Tel: 01-228 8671. Six nights and five days on the *Palinurus* with ful board, unlimited wine, and side trips costs £395. Air France London/Toulouse direct by Boeing 727 from £114 return.

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Canterbury	5th Feb.	The County Hotel, Canterbury
Cardiff	26th Jan	The Cardiff Centre Hotel
Carlisle	3rd Feb.	The Crown and Mitre Hotel
Edinburgh	19th Jan.	The Grosvenor Centre Hotel
Exeter	21st Jan.	The Tiverton Motor Hotel
Glasgow	4th Feb.	The Glasgow Centre Hotel
Ipswich	2nd Feb	The Copdock International Hotel, Copdock
Leeds / Bradford	21st Jan.	The Griffin Hotel, Leeds
London (North)	3rd Feb	The Crest Hotel, Wembley
London (South)	1st Feb	The Greyhound, Croydon (Park Lane Suites)
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Oxford	28th Jan.	The Weston Manor Hotel, Weston on the Green
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Taking a breather – a few moments on top of the Geisberg were calm in a hectic day

Up the airy mountain, down the snowy mines

Diane Spencer finds out how to run school trips to Austria

The teachers returned to the coach wet, tired and hungry, but exhilarated: "An amazing experience", "not to be missed", "the kids would love it".

They had been sent in the snow to salt mines in the Austrian Lakes; all part of the rigours of an introductory tour for teachers organized by a company specializing in school travel.

Nearly 100 teachers – two coach loads – gave up their half term break last autumn to spend eight days travelling to Austria via the Rhine; each day was filled with excursions, all pretty well compulsory.

Mr Owen Easteal, managing director of Travelplus, made no apologies for this. He told everyone at the formal dinner of the trip that his tours are designed to show what his company has to offer to party leaders and, therefore should not be seen merely as holidays. He also hopes they will provide an opportunity for his staff to discuss the possibilities and problems with new customers and for everyone to exchange experiences and ideas.

This probably sounds like a "Monty Python" sketch of reluctant teachers being dragged kicking and screaming down mines, up mountains and hurled down bob-sleigh runs; and, even worse, being forced into earnest discussions every evening. In fact, a jolly good time was had by all, with only a reluctant reporter prone to colds, claustrophobia and vertigo, failing to join in absolutely everything with enthusiasm.

Some of the teachers were regular customers and experienced party leaders who regarded the trip as a reward for loyalty or a way of seeing potential new holiday areas. (The tour was heavily subsidized at a price of £110 for full board, with a discount of £30 if a subsequent booking is made with the company). But Mr Easteal thinks those tours are worth every penny the company spends on them.

Others were totally inexperienced in organizing school travel, while a few saw it as a cheap holiday, but all gleaned some notion of the pitfalls and possibilities.

Pitfalls were few; disaster merchants were mainly disappointed until the last night. True, we had a minor mishap when one coach broke down on the morning of a scheduled trip to Salzburg, about 45 minutes drive from our resort. But it was resolved quickly when a local substitute was found via excellent contacts between the hotelier, the tourist office and the mayor's relative. (We suspected coach A had sabotaged coach B as part of a North-South rivalry between our companionable and splendid team of four drivers.)

But on the last night it looked like the real thing. After a day's drive with only motorway stops (apart from a brief and unexpected trip round the Rhine wine town of Rhudesheim), we arrived, in perfect time, to find our hotels in chaos.

Horrors: no rooms after that long journey. "Let's keep going to the ferry," "I don't really want my dinner," "I'll never bring a party of children here," "Oh, what the . . . ! Lets go and have a drink".

Of course, in the end, all was sorted out, mainly before tempers had frayed too far. It turned out that the main culprit was a bigger rival to ours who had underbooked and thrown the already shaky system awry. We all had a bed, a good dinner and a dance.

Diane Spencer

But what if you did not have the backing of an experienced tour operator? After all, some teachers are intrepid enough to organize trips entirely on their own. Obviously it depends on the experience of the teacher and the extent of the operation. But knowledge of the area, the language and access to extra cash are extremely important.

Mr Easteal was keen to point out the problems of insurance to his captive audience. Doctors on the Continent can be singularly unimpressed with forms from insurance companies and the DHSS; they demand money. What if the lad has broken his leg? You might need £1,000. "We would stump up and fight it our with the insurance company afterwards." The lone teacher would not be likely to have these resources.

But he warned teachers – on his tours or going it alone – of making unjustifiable claims: for example, he thought schools should not expect companies to cover damage caused by children in hotels – spilling wine on carpets or breaking furniture. This would only cause premiums to rise and spoil it for others who behaved well. Nor did he pull any punches when it came to criticizing the behaviour of pupils on tours. "It is pretty despicable and it is deteriorating."

Teachers too, potential and actual clients, were not spared. They often exploited coach drivers who were asked to drive illegal hours. If drivers were fined for speeding as they sometimes had to to make up for time lost by party leaders, the organizers should at least pay up.

Mr Easteal was also concerned at the attitude of local education authorities who insist on ABTA membership for travel companies specializing in schools, but who allow individual teachers to run their own trips.

Although he did not doubt the integrity of the majority of the profession, he thought many teachers could be rather naive and often laid themselves open to criticism, especially by parents. Some did not even open a separate bank account when they were arranging a trip which cost several thousand pounds.

The teachers on the tour who were novices learnt a lot, not least that they felt they were not yet ready to tackle the idea without experienced colleagues; but they were turned on rather than off the idea of planning a tour with the help of a professional company. Others who knew the ropes were especially pleased with the new location on Lake Wolfgangzee with its possibilities of skiing, sailing, windsurfing, walking and climbing.

Most of the travellers were impressed with a new publication by the company, compiled by two primary school teachers, giving basic hints on how to cope with school travel. It includes lots of games and ideas to keep younger children usefully and entertainingly busy either on the journey or during that long gap between supper and bedtime. As one well-travelled teacher remarked: "Your aim is to keep them happily occupied, out of trouble, and tired by 10 o'clock; then we all get a good night's sleep."

Travelplus, 32 Liverpool Road, Worthing, Sussex, BN11 1SZ. *So you want to go abroad*, by John Evans and Sybil Camsey, from the above address. Price £4.50.

Halcyon

By David Wickers

The weather forecast said it would be a *thalassa lega* sort of a morning, meaning a duck pond of a sea. Since it was Day One of the sailing holiday, and the first time that people had set foot aboard a yacht, there were several audible sighs of relief. "We'll just have to chug-a-lug-along" said Barrie, our genial flotilla leader from New Zealand, which he translated as "mainsail up and engine on" nice and slowly.

Yachting on the Med was once a mere daydream for all but the international jet-setters. But flotilla sailing changed all that. With up to a dozen yachts sailing together under the watchful but unobtrisive eye of a professional crew (consisting of leader, engineer and hostess) this "sail in company" concept is ideal for people with insufficient funds to own or charter a crewed yacht, yet lacking the necessary experience to go "bareboat", the nautical term for self-drive yacht hire.

Most of the flotilla companies that cruise in the Greek seas require that at least one person on board be a competent dinghy sailor before letting you loose on a £20,000 plus vessel – although one or more agile crew members is a useful bonus. There's no reason for the inexperienced to feel at all apprehensive about taking such holidays. If you haven't got any old salts among your friends to make up a competent boatload you can take pot luck with a "mix and match" holiday on which the flotilla company pair up inexperienced singles or couples with dabber hands.

The Greek seas are the most popular flotilla haunt in the world, the sailing equivalent of the nursery slopes in the winter ski resorts. If you've built up a whole set of prejudices about sailing, these are the waters to come and forget all about them. Dawn till dusk swimwear replaces the Michelin person padding and wet weather outfits generally needed by British sailors and, with negligible tides and currents, even-tempered winds and no magnetic variations to worry about, it's plain sailing.

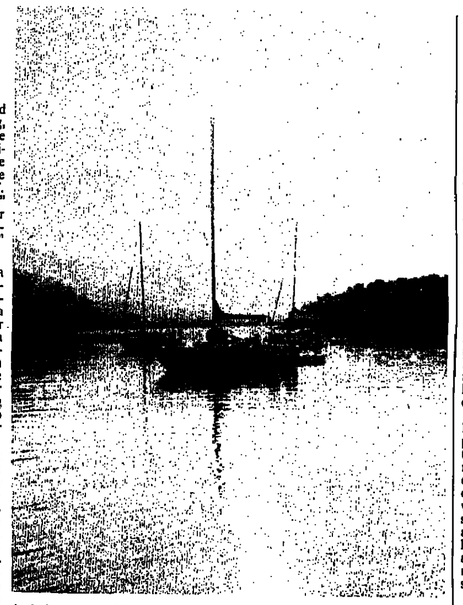
Well, almost. Winds can, and do, whip up the Beaufort scale faster than you can say jolly boating weather, turning the Greek seas very curly-headed indeed. On one occasion, when a violent storm erupted from nowhere, sending horizontal rain, Zeus-size waves and zero visibility, I felt like an ancient mariner off a sardine tin. But what a tale I had to dine out on.

The actual sailing waters depend on your choice of flotilla company. We picked up our boats from Gouvia marina just north of Corfu town. After shopping for victuals (food is never included in the flotilla holiday price) and then waiting for the ice man to come and bring an enormous chunk for the ice box, we sailed gingerly across the bay and out into the Ionian sea.

Everyone was fiercely making sure that they were doing just what everyone else was doing. Twelve 27 ft Jaguar yachts belonging to the Flotilla Sailing Club could have merrily followed one another off the very edge of the world like a bunch of lemmings but, thanks to the globe being round, and that *thalassa lega* sea, we all made it to Petriti instead, a one-small-jetty-and-a-couple-of-tavernas sort of place.

Janni, the owner of one, knew we would make it. He had laid a table for 50 and invited a few of his friends for a spot of Greek dancing and walking around with tables in their teeth.

Each sailing day begins, inevitably later than planned, with a wiggle, twist and a few bone creaks as you rise from your bunk feeling your age. Head up through the hatch, sniff the breeze and time for a cup of something before the skipper's briefing. This ritual usually takes place in last night's taverna, now this morning's breakfast café.



Coffee cups and yoghurt pots are shifted to the side of the table to make room for the charts on which the day's passage is plotted, places of interest highlighted and navigational hazards underlined. Hidden rocks, blobs of honey, dripping from your toast on to the ocean are to be avoided.

There are no rigid follow-my-leader rules. Individual boats are more or less free to make their own way to the late afternoon rendezvous, usually 10 to 12 miles away, a four to five hour sail away. Each boat has a VHF radio, a sailie-talkie device enabling you to summon assistance in the event of a nautical hitch or just "roger and out" your well-being at occasional intervals. If you know your ropes (shrouds, halyards, sheets and painters) most flotilla companies will let you deviate from the main itinerary for a two or three day lone passage which makes you feel like Sir Francis's Drake and Chichester all rolled into one.

From the perspective of a tiny yacht Greece is the most colossal place in the world. Islands that pepper the horizon and the scores of coastal villages on the mainland are tailor-made for boat hoppers. Your floating home gives you access to the inaccessible . . you can anchor for a midday swim, snorkel, windsurf or lazy picnic in sandy coves that simply cannot be reached from the landside. Combine such havens with the umpteen tiny harbours, time-stood-still places too insignificant to draw the tourist crowds, and it all helps restore your faith in paradise.

We covered quite a slice of sea in a couple of weeks. From Petriti we sailed over to the mainland and the delightful Sivota Bay and on down to Parga in the shadow of its Venetian castle. From there a longish voyage to the island of Paxos, the smallest of the Ionian group, thick with vegetation, olive groves, vineyards and some fine Jarlsberg cheese-like cave formations. Back again to the mainland and as far north as Pagania, a tiny hideaway inlet where there was just a farm, a sunset spectacular and a few cows that mooed like a donkey's bray.

We cruised within spitting distance of the Albanian shores, "though don't wander in too close" warned Barrie "the Albanians have been known to send out gunboats that nudge up against stray yachts and point rifles at you". Hardly the time and place to explain how, thanks to flotilla sailing, yachting in the Med is no longer the prerogative of the monied classes.

Evenings tend to be shared with the rest of the flotilla, in a taverna. No matter what you seemed to spend dinner cost £2.50 and was in general far better than I ever remembered Greek cooking to be. Later the horn-pipe revellers would set course for a disco. Nobody on my flotilla holiday was ever seasick but there were many green faces on the mornings after the nights before.

The Flotilla Sailing Club have 90 yachts cruising in the Ionian Sea – some based at Corfu, others on Levkas – and their two week holidays cost about £300 depending on the season, inclusive of flight, boat and professional crew on the mother boat.
For details write or call FSC 2 St. John's Terrace, Harrow Road, London W10 4RB. 01 969 5423. Other companies that follow the same basic formula as FSC include Falcon Cruising, Mirage, Island Sailing and the Yacht Cruising Association.

Rushy glens

By Frederick Cosstick

The number of British visitors to Roussillon increased last summer, because of troubles in Spain as well as the favourable exchange rate of the pound to the franc. Those visitors who did not spend all their time on the excellent beaches stretching north from Cerbère – Argelès, St Cyprien, Canet Plage, or on the well-tended 27-hole golf course at St Cyprien, could find much to interest them in this southernmost province of France.

We based ourselves on Perpignan, the attractive capital of the region with its imposing russet-brick town gate, Le Castillet; the charming mediaeval Loge de Mer, with a Maillol sculpture in a place of honour; and the great Palais des Rois de Majorque. A trim canal flanked by neat lawns and banks of flowers lends a touch of freshness to the centre of the city.

From Perpignan the lower Pyrenees, dominated by the high peak of Le Canigou, invite the visitor. Two valleys, the Têt, to the north of Le Canigou, and the Tech, or Vallespire, to the south, are full of beauty and interest. Compared with the dryness of Provence, Roussillon is a land of luxuriant greenness and constant running water, even in high summer. Fruit trees and flowers are abundant everywhere in the mountain valleys, and coolness and shade can always be found.

The road following the Têt starts to climb after Ille-sur-Têt, and at Boulêternère a steeply rising narrow mountain road takes you high up to the Prieuré de Serrabonne. This priory, austere and deserted on a barren peak, dating from the eleventh century, contains some of the finest sculpted columns of all Roussillon, which contrast markedly with the severe aspect of the exterior. At the farmhouse at the bottom of the road down from the priory, you can get a basketful of the most delicious peaches you have ever tasted in your life, and at a risible price.

Further up the Têt lies Prades, adopted by Pablo Casals for his long and harmonious self-imposed exile from Franco's Spain, and where he is now that pleasant town's favourite son. Regular music festivals are held there in his name and honour. Nearby Molitig-les-Bains boasts a luxury-château hotel with one of the few restaurants in the region starred by Michelin.

A few miles up the valley the remarkable fortified village of Villefranche-de-Conflent nestles in a narrow gorge, protecting the valley from incursions from the west. When Vauban, Louis XIV's military architect, was sent there after the Treaty of the Pyrenees of 1659, under which Roussillon became part of France, he found 120 homesteads completely surrounded by medieval walls. He added two great bastions, de la Reine and du Roi, protecting the Porte d'Espagne, and the bastions du Dauphin and de la Boucherie to reinforce the northern defences. Up the mountainside he constructed one of his typical fortresses. The whole is a unique ensemble of medieval and seventeenth century military architecture.

From Villefranche, a narrow mountain road winds up to Casteil. Here you must abandon your car and embark on a 45 minute climb towards the summit of Le Canigou. You are rewarded, on arrival, with a view of one of the most dramatically sited monasteries of the region, St Martin du Canigou, founded on the site of an earlier church in 1007. Twenty years ago it was mainly in ruins, but it has been lovingly restored through the efforts of a single Benedictine monk, aided by voluntary helpers of all religions and none.

The valley of the Tech, or Vallespire, is perhaps even more lovely than the Têt. You enter it at Le Boulou, and soon come to the delightful town of Ceret, a favourite place of Picasso's. The shady square named after him is decorated by one of his most charming works, in sculpted iron on a silvery metal background, capturing the elegance and grace of the popular local Catalonian dance, the Sardane. Spanning the Tech at Ceret is the Vieux Pont, a masterpiece of fourteenth century bridge construction, with a single graceful arch 50 yards wide.

Beyond the prosperous spa of Amélie-les-Bains lies Arles-sur-Tech, which grew up round an eighth century Benedictine abbey. The present church possesses a fourth century sarcophagus which held the body of an early Roman saint, and now fills

continued on p.34

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Across wild moors

Gillian Thomas in the footsteps of the Brontës

My pilgrimage to West Yorkshire in the steps of the Brontë sisters proved to be an intriguing mixture of fact and fiction.

The desolate moors and winding dales where they lived are instantly recognisable from *Wuthering Heights* and *Jane Eyre*. Indeed, their favourite haunts seem to have changed little since more than 100 years ago.

My first port of call was the village of Thornton, a short drive from Bradford, to see the double-fronted parsonage in Market Street, now a private house, where Emily, Charlotte, Anne and their brother Branwell Brontë were born. Their father was curate of St James Church between 1816 and 1820 when it was a small weaving community.

Like almost all the buildings in the area, the house is built of the local sandstone with a grey slate roof. Over the years it has been darkened by the smoke of the tall textile mills which have dominated the landscape since the Industrial Revolution.

All around, the moors stretch away into the distance, wild and treeless, with grazing sheep and the occasional stone farmhouse. Driving through the deep, pretty dales, I twice spotted footpath signs marking the Pennine Way, a reminder for the energetic of Britain's longest and most dramatic pathway, 250 miles long.

The Brontës moved to Haworth, a few miles west of Bradford, when their father was appointed vicar in 1820; the family travelled there in a small covered wagon with their belongings on seven farm carts. A bumpy ride across the hills then, it is no less twisting today.

At the time Haworth was a typical hand-weaving village on the edge of the moors on a well-used route from the West Riding into Lancashire. The Parsonage where they lived is an imposing Georgian building in grey stone at the top of its steep cobbled Main Street.

In recent years the place has been taken over by the Brontë connexion, with tea rooms and souvenir shops in the austere-looking cottages of dark stone which straggle on either side of the narrow street. The Black Bull pub where Branwell drank his solitary life away thrives on meals as well as beer.

The Parsonage, now a museum, extended since the Brontës' time, was acquired by the Bronte Society in 1928. It houses an interesting collection of family heirlooms and manuscripts. Students can use the society's library for research and arrange to see special exhibits not normally on show.

Emily's piano stands in the Rev. Brontë's study which, like all the rooms, is neatly furnished and decorated in early Victorian style. In the dining room opposite is the uncomfortable-looking sofa on which she died at the age of 30.

In the nursery you can just detect the drawings scraped in the plaster walls by the girls as they played. There are small paintings of theirs hanging on the walls while toys and work boxes are scattered on tables. Clearly it was a quiet, narrow life which nevertheless provided inspiration for writing.

Though their father lived until 84, the rest of the family all ailed and died very young. Charlotte, the only one to marry, lived longest, to 38.

Indeed Haworth, which had an open sewer running along the cobbles, was not a healthy place in those days. I noticed from the tombstones standing like rows of soldiers just behind the house, how young many of the villagers had been when they died.

The Brontës are buried in the crypt of the church alongside, not the original eighteenth century one but rebuilt by Rev. Brontë's successor.

One of the sisters' favourite walks was over the moors behind the Parsonage to a waterfall which cascades down a remote wooded ravine into a stream, Sladen Beck. The track is bordered by bracken and heath, narrowing over the last mile into a craggy moorland path.

On the way is the Brontë Chair, a big stone weathered into the shape of a seat, where the sisters would sit to enjoy the remote countryside and doubtless got inspiration for their stories.

Still more remote is the windswept path which leads on to Top Withens, a ruined farm thought to be the setting of *Wuthering Heights*. It was a clear day when I climbed up there, with magnificent views for miles across the v-shaped valleys of the Pennines. In wind and rain it must be utterly desolate.

Across the valley you can drive right up to Ponden Hall, the country mansion which Emily used as he model for Thrushcross Grange. It is now a commune selling farm produce and handwoven carpets and cloth. Also on offer are traditional Yorkshire teas and, for the adventurous, bed and breakfast in the stable "Bunk House".

I was enchanted by the tiny hamlet of Wycollar. It lies at the end ot a winding valley eight miles across the Pennines in Lancashire. Its ruined Hall – Ferndean Manor in *Jane Eyre* – stands dramatically on the bank of a stream, forlorn and beautiful against the trees.

As part of the conservation of the area, the old cottages around the Hall where hand-weavers once lived, are now being renovated. Its huge eighteenth century barn is an information centre and nearby there are miles of well-marked trails across the hills in the Lancashire Country Park.

The Brontës lived at a time of railway mania when lines were being built all over the country. Charlotte and Anne themselves travelled to London from Keighley by train to see their publisher in 1848 and Brunwell was for a time a railway clerk at Sowerby Bridge.

The trains did not come to Haworth itself until much later though by the 1870's they were carrying many visitors attracted to the area through the Brontes' books.

When the regular passenger service closed down in 1961, the Worth Valley Railway Preservation Society was set up to preserve a five-mile stretch of track between Oxenhope and Keighley. Steam trains now run between the six stations at weekends from March to October, with daily services in July and August.

The line and especially Oakworth Station, charmingly preserved and looking as neat and smart as ever, was used in the filming of *The Railway Children*. A ride on it is utterly nostalgic!

Special trains are run for school parties in June and July and the return trip takes an hour (cost is about 80p a head – full details from the School Party Organiser, Keighley and Worth Valley Railway, Haworth Station, Haworth, Keighley, West Yorkshire). Railway enthusiasts can also visit the sheds at Oxenhope where a remarkable collection of old engines and coaches is on display. There are also historic engines in the sidings at Haworth.

A convenient base for touring the whole area is Bradford which has a good selection of accommodation at all prices. Further information from the Tourism Officer, Bradford Metropolitan Council, Jacobs Well, Bradford. Bronte Weekends, based there or in Ilkley, are organized by Enrichment Travel, 7a St Sampson's Square, York and National Holidays, Mill Street East, Dewsbury.

The tamer streets of Haworth today – pottery shops and tearooms in dark cottages

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Racing to the North

Newly published is a booklet of notes on the principal landmarks and towns on the rail route between London and Edinburgh. It is the second in a series on railway journeys in Britain (the other covers the route to the West Country).

As an intermittent traveller on the line, I welcomed the idea of a guide to the countryside beyond the window and eagerly turned to the first section which covers the departure from Kings Cross to Hadley Wood.

Sadly, I hit an immediate snag. I easily recognized the imposing structure of Alexandra Palace and was interested to read how it had been North London's answer to the Crystal Palace, rebuilt in 1875 after a first. But not having kept my eyes glued to the window, I had already missed several of the other places.

This was a recurrent problem, particularly as there was no instant way of establishing at what stage on the journey we had reached. Moreover, thanks to the speed of the 125 service, it was impossible to read the names of the stations either!

The notes elaborate at more length on the major towns, like York, Darlington and Newcastle, which are unlikely to pass unnoticed, if only because most trains stop there. This information is not just confined to what can be seen from the train. It includes the most important historical events and a description of the principal sights – all which tends to make you want to get off and explore!

Inevitably with a guide of this kind, some confusion is caused by which way you happen to be travelling. In this case the notes can be read in either direction, up the page for the journey north, or the reverse. They are accompanied by a simple map with thumbnail sketches of the relevant sections which helps to locate the places being described. However the presentation, a thick brown line on a pale green background, is somewhat dull.

A map of the entire route, together with a chart of distances appears on the inside of the cover. There are also additional sections on the main branch lines and general information on the journey north as a whole.

This includes how the East-Coast route was built in the late nineteenth century. There are notes and pictures too on the National Railway Museum at York, and a potted history of the stormy relations between England and Scotland. G.T.

Rail Route to North East England and Edinburgh. Hart & Allen. 95p. SBN 0 906395 01 1

Rushy Glen's

continued from p.33

and refills with limpid pure water said to have great curative powers. The Seigneur Guillaume de Taillet, whose statue overlooks the tomb, was reputed to have been cured of cancer of the face by these waters late in the twelfth century.

In the square below the church, on certain days in summer, the local inhabitants foregather to dance the Sardana to the lilting music of the town orchestra. We expected something rather wild and energetic like the flamenco or Scottish reels, but the Sardane has a tempo more akin to the minuet, danced in ever-increasing circles as more and more people join in to enlarge the company, eventually filling the whole town square. It is a gentle, peaceful, harmonious dance, and you soon see why Picasso shows a dove of peace hovering over his little group in Ceret.

The final township of the Vallespire, and the southernmost community of all France, is Prats-de-Mollo, close to the Spanish frontier, fortified, like Villefranche-de-Conflent, by Vauban, who constructed a remarkable tunnel connection from the town up to his fortress which dominates the high valley.

The valleys of the Tet and the Tech by no means exhaust the interest of this region of France. There is a journey through the Corbières via the awesom gorges of the Aude to Carcassonne, and the ancient cities of Béziers and Narbonne have more to offer than two very successful rugby teams. It is hard not to believe that during this past summer the Spanish coast will have lost some of its patrons permanently. F. C.

resources

Wendy Body and Mary Jane Drummond on new reading materials

Diagnosis and the remedy?

Assessing Reading Difficulties
by Lynette Bradley
Teachers manual £1.95. Test Sheets £1.50.
Macmillan

Sound Pictures
by Lynette Bradley
Macmillan
£5.95

The assessment manual is subtitled "A diagnostic and remedial approach" and the first word of the subtitle is important – it is an investigation into *one* aspect of reading. The author argues that a common cause of reading failure is poor auditory organization. The ability to categorize sounds is crucial in learning to read and, she maintains, those pupils who have not learned to make generalizations about words but instead treat each one as unique will fail to make progress.

Her own research is well described and concerns the presentation of three tasks to three groups of children: young "normal" readers, older pupils reading at the same level as the former group and older "normal" readers. In the first task the children were required to detect which one of four spoken words did not share the sound common to the other three words. In the second task the children had to produce a word to rhyme with a word spoken by the examiner and in the third, they were required to detect which one of four written words did not share the letter common to the other three words.

Predictably perhaps it was the group of failing readers who made more errors on all three tasks. All the children, however, found the last, visual task much easier than the two requiring auditory analysis.

This research forms the basis for the test put forward in the manual which is an assessment of individual pupils' ability to categorize sounds. The test items require children to produce rhyming words and identify the odd word out in three orally presented groups of words. In the first group, the final consonant sound is the different feature for the odd one out, the second has a different middle sound and in the third group the odd one out has a different initial sound from the rest.

Guidance is given as to how to fill in the record sheet and the test is scored on the basis of the number of errors. Acceptable error scores are given for the 5–8 years age range and remediation suggested for children whose error scores fall outside the given limits.

These suggestions are largely concerned with teaching children to categorize words through the use of plastic letters – making new words out of a letter string which remains constant (eg and, hand, sand, land). The words are recorded, preferably in cursive script, and then used in the children's written work.

There is nothing new in what Lynette Bradley is proposing; the principle of test, diagnose and teach to the diagnosis is well established in remedial education. Teachers for whom phonics teaching is an integral part of their reading programme will be reassured by what they find in this publication and those who have not considered the role of auditory and word analysis skills in reading may find it a helpful introduction.

Sound Pictures by the same author is a useful boxed set of 96 individual picture cards with the word printed on the back. They are sturdy, colourful and display the least amount of ambiguity possible (always a problem with any pictorial material, eg is it a hen or a chicken?).

The set provides a ready-made flexible resource for children to learn about categorizing words and the teachers' notes detail guidelines for their use. It is suggested that the cards are introduced to children for sorting and finding pictures representing given differences and similarities in the words. The first stage would be to ask pupils to identify pictures which share a given initial sound. The next suggested stage of instruction is identifying rhyming words (eg hen, pen) followed by concentration on long-vowel mid sounds (eg pool, moon), final consonant sounds (eg cot, hat) and then mid-vowel sounds (eg bag, hat).

All the words used on the cards are listed in the teachers' notes according to their possible grouping – initial letters, vowel groups, etc. – and cards may be used to demonstrate more than one feature of categorization. Teachers will need to have the appropriate group(s) of cards ready to hand *before* they start teaching because 96 cards all spread out at once is a somewhat daunting sight!

Study and strategy

Language Studymasters: simple steps in study skills
by Christopher Walker
Holmes McDougall
£9.50 plus VAT each.

Books 1 and 2 of the *Language Studymaster* series contain between them 64 spiritmaster worksheets, with readability levels from 10.4 to 12.3. All the teacher has to do is tear the pages out, feed them into the duplicating machine, feed the copies to his expectant class of 11–13 year olds, and wait for results.

Now all sorts of wonderful things will begin to happen. The children's wide and varied interests will be catered for by the diverse topics found on the worksheets; the children will learn new vocabulary; and, best of all, they will acquire no less than eighteen separate sub-skills of reading for learning. Who could ask for more?

That's the way it's meant to work. But I don't believe it. First of all there's the possibility that teachers just don't know enough about the reading ages of their children to achieve the very accurate match between readability and reading age that is recommended here. (And, personally, I think that if they do have this information, they'd be better off without it.) Secondly, there's just a chance that the children who are to consume these stuffy, banal, lukewarm, little texts will reject them out of hand.

Unfortunately, many 11–13 year olds want a quiet life as much as their teachers do, and so, when the Language Studymasters are brought on for the first time, there may not ensue the scenes of mayhem and destruction that I would like to imagine. The Revolt will have to happen in smaller stages.

To begin with, the more astute children will resort to the old and proven strategy of performing the ask, but very slowly, so that they make one worksheet last while other, keener pupils complete two. What these children (ORACLE's "intermittent workers") have discovered is that when you finish your work sheet, your only reward is another one.

The next step will be for the children to stop answering questions, and ask a few for themselves. First question: why do we have to do these worksheets? Answer: to acquire study skills.

They will want to know: couldn't we acquire study skills any other way? Perhaps by reading something that's relevant to us, and meaningful in its own right? If we have to do this work on short unconnected texts, could we not select the texts ourselves? Or set the questions? Couldn't some of the questions have more than one answer, so that we could discuss our different responses? And so on.

But this is only imagination. Exercises of this kind aren't new: they used to come bound in text books instead of on inky spiritmasters, but the behaviour they induce in children is likely to be very much what it has always been. Keep your head down, ask your friend for the answers if you can't do it yourself, and read your comic under the desk. After all, comprehension exercises will not seriously damage your health.

Nick Thomas reviews materials on race, government and jobs

On the march

Marches: Unemployment and Racism
Marches: Multiracial Britain
ILEA Learning Materials Service, Highbury Station Road, London N1 1SB
Respectively £2.50 in ILEA, £3.50 outside; and £2 in ILEA, £3.50 outside.

These ILEA productions were originally intended to be used around the videocassette series of documentary dramas, "Marches: from Jarrow to Cable Street". However, they can be used independently. *Unemployment and Racism* is an account of the background to two periods of visible strife in Britain: the battles between Fascists and their opponents in the 1930s, and in the last decade.

A proper context for these events means a history of the interweaving of cause and effect between employment, immigration and politics over the last fifty years; and this is what the book very ably provides. *Multiracial Britain* is a pack of 16 black and white photographs, 30cm by 21cm, visually documenting the immigrant communities of Britain from the start of this century – Jews, West Indians and Asians. Many of the images are also used in the book.

These are tremedously meaty and valuable productions, notable both for a strongly-written, information-packed text, and for the often moving visual images which offer a different, perhaps in some ways deeper, level of information. There is the face of the black man turned away by a clenched-lipped landlady in the 50s – a mingling of pain, anger and humiliation which could not be adequately described in a whole page of text. And the superbly lively photographs of the London East End as transformed by successive waves of newcomers.

"Marches" suceeds, though, largely despite its choice of structure. It is not at all clear, except perhaps to the SWP, why a short history of race in modern Britain should be centred on marches: occasionally crucial symbolic foci, but surely not the primary issue of race relations. One might almost as well have entitled the series 'Riots' – and it does indeed provide an excellent and much-needed background to the explosions of Bristol, Brixton and so on, though without any direct discussion (presumably because the book was already written at the time?)

The most important aspect of "Marches" is the way it demonstrates the interaction of race and economics. Over-employment in the 40s and 50s – together with large scale work shortages in the West Indies – was a major factor in immigration. Unemployment now, as in the 1930s, is a major factor in racist and fascist attitudes. *Unemployment and Racism* demonstrates these links, without oversimplifying and without hectoring. It gives a thorough chronological account of the major events in race relations since the War – Immigration Acts, Grunwicks, Robert Relf, Lewisham – all the names and incidents which so quickly sink into a vague pool of myth and assumption.

All of this hard information and tough argument is rounded and humanised by extensive quotation from the blacks, Asians and Jews themselves – and by the splendid photographs. Reasonably enough, this ILEA production is London-biased; but it can be warmly recommended for any class discussing race in Britain.

Watchdog?

Parliament and Government
Parliament the Watchdog
A Day in the House of Lords
3 tape and slide sets plus teachers' notes
Central Film Library, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN. £13.00 each including VAT and postage

Part of a slide from "Parliament the Watchdog"

Those who keep an eye on such things have noticed that people do not know much about how Parliament works. The distinction between Parliament and Government, for instance, is not widely understood; likewise the different roles of the Lords and Commons. These three tape and colour slide sets are the first of six to be produced by the Central Office of Information, for the Parliamentary Education Service.

Each programme lasts for between about 12 and 14 minutes, and consists of 25 or 26 slides accompanied by a pulsed cassette tape (it can be cued on basic equipment by means of the commentary alone). Diagrams, cartoons and photographs are used together with fragments of interview and the sound of parliament actually at work.

Clearly the Parliamentary Education people are not in a position to enter into any controversial analysis of the British political system. But "Parliament the Watchdog", in particular, gives a distinctly misleading impression of Parliament, evenhandedly "checking up on" the work of the government. It does not convey much of the reality of modern politics to say that Mrs Thatcher chose Conservatives for her government "because she knew they would be likely to support the things she wanted to do".

All in all, these programmes put forward a distinctly nineteenth-century view of the Parliamentary system. They are meant to be simple, and are aimed primarily at CSE work. But it strange how in this context "simple" seems to mean "archaic"! However, there is useful material here, in particular the sense of life conveyed by the use of genuine Parliamentary sound-track; and it seems that nothing else covers the same ground. The programmes refer to actual named members of Mrs. Thatcher's government – some of whom have in the interim been moved or dropped. Perhaps this fact could be used in schools to develop a more realistic version of contemporary parliamentary practice.

Effective job hunting?

Job Pack, A School Leavers' Guide to Effective Job Hunting
Crusader Insurance PLC, Reigate, Surrey RH2 8BL
Free

The Job Pack's main component is a one-hour tape in which cheerful people present cheerful and sensible advice about looking for jobs. It is broken up by music into six ten-minute sections: Deciding on the Right Job, Finding the Vacancies, Telephoning about a Job, Writing for a Job, Getting to Interviews, and Doing Well at Interviews.

Accompanying the tape are a specimen letter of application, CV and application form; four "Job Cards", one side of which is to enter job details while the other side gives interview hints; and a "Job Finder's Action Plan", an elaborate flow chart which ends positively with "Congratulations! You've Got That Job!" All this is very smartly produced in several colours.

This is not the first such venture, and in fact bears a positively uncanny resemblance to one previous kit. But that is a matter for the copyright lawyers; and the Crusader Insurance version has one great advantage over other contenders – it is available *free*. What is more, copyright is waived on the whole kit, and schools are urged to make as many copies as they wish.

The advice given is basically sound and helpful. Perhaps most importantly, it is calculated to soothe the troubled breast of school leavers thrown into a new and threatening environment: the tone is matter-of-fact, practical and energetic. The tape as a whole has been skilfully paced and compartmentalised, and is accompanied by suggestions for classroom projects. Just one thing – there is a nasty rumour going round that almost three million people are unemployed; in which case, all the uplift and common sense in the world is going to be of only limited value.

resources

Anecdotal history

The story of England's kings and queens since 1066 – 42 of them – is told by actor Derek Jacobi on two new audio cassettes "Kings and Queens of England".

His narrative is interspersed with specially-composed music and extracts from contemporary diaries, speeches and writings, including those of Shakespeare. Queen Elizabeth's moving speech of welcome to her victorious fleet at Tilbury is one of the most striking.

As with any historical round-up of this kind, the story is basically a catalogue of names and dates. Dates of birth and death are usually the best known facts about many, especially the earlier ones. Nevertheless the most significant aspects of each reign are highlighted with lively (and often unfamiliar) anecdotes about their public and private lives.

Richard II had to sell the Crown Jewels to offset battle expenses and Charles II wore two shirts at his execution to prevent himself shivering and looking afraid. James I always wore padded clothes for protection – and never washed – while George I shut up his wife in a castle for 32 years because of her infidelity.

Necessarily when so many years are covered, no reign is examined in

any great depth. So children studying a particular period will find the tape infuriatingly cryptic.

On the other hand it succeeds in creating a broad picture of history: how one king relates to another and how their political and social decisions influenced England's overall development.

Particular people and events have of course been highlighted through complete books or plays – not least by Shakespeare. By contrast these cassettes give a welcome sense of continuity.

Told in such quick succession, the stories also reveal how misfortune has dogged the British crown. Heirs were often struck down by illness or murder before they inherited, while many monarchs died very young by today's standards.

The script was written by two actors, Richard Hampton and David Weston, who set up Soundfact, the company which produced the cassettes, four years ago. An accompanying booklet lists all the monarchs and their dates along with important dates during their reigns such as battles, Acts of Parliament and artistic events.

There is a shorter version on a single, cassette entitled "English Monarchs" and similar cassettes on the history of Westminster Abbey and Shakespeare.

"Kings and Queens of England", 2 hours 26 minutes; £8.95 (inc P&P) from Soundfact, 36 Wrentham Avenue, London NW10 or record shops.

Money talks

The squeeze on educational resources has prompted the Trustee Savings Bank to spend around £150,000 over the past year on material for schools. The result is a kit on money, school leavers' handbooks and a film.

The aim of the Money Project Kit is to provide teachers with a practical framework for classroom activities on financial matters for 12 – 15 year olds. Packaged in a sturdy wooden case, it consists of slides, a cassette and a set of 26 A4 cards. These are divided into three topics – money, banking and money management.

Each sheet outlines a lesson – aims, resources needed, format and contents, with a list of additional activities like research, essays, discussion etc.

The 10 slides are relevant to four of the lessons while the cassette slots into various topics. For example there are interviews with the Keeper of coins and medals of the British Museum, on the history of coinage, the Chief Cashier of the British Museum, on the origins of banking, and the Production Director of the Royal Mint, on how coins are made and why.

Teenagers speculate on how to spend £1 million and it is all interspersed with appropriate music (like the Wall Street Shuffle). Several TSB leaflets also come with the kit (though there is scant reference to the TSB elsewhere) and it is available free, one per school, through local TSB branches.

Student Life Away from Home by Graham Jones, published by David and Charles, is a 192-page guide to everything from preparing to go away – including what to do when exam results are not high enough for the place offered – to postgraduate studies.

The chapter on "Love and physical relationships" has some very sound and down-to-earth advice, including the nitty-gritty of contraception and abortion. It is followed by a chapter on student politics.

There are street plans of the centres of 20 university towns and an 8-page list of useful organizations from Alcoholics Anonymous to the Inland Revenue Office, with a short description of each.

The *School Leaver's Handbook* by Harry Dowson and Rita Howden, published by Careers Consultants Ltd., is a careers booklet on the basics of finding a job such as where to get advice, qualifications, application forms, interview techniques etc, all which is doubly significant of course when jobs are very short.

The 23-minute film *Goodbye Lovely Money* features a 17-year-old who, thanks to a computer hiccup, get paid his entire life's earnings in his first wage packet.

It is available for free hire on 16 mm film as a video cassette through TSB branches.

The TSB also sponsors the Rock School Competition for 13 – 18 year olds who have to write and perform a piece of pop music. After seven regional heats, the finals of this take place in March.

Further information on any of the material from Tony Slaughter, TSB Group, 3 Copthall Avenue, London EC2.

media

Being human

Victoria Neumark on 'Other People's Lives'

CONTINUING EDUCATION
Other People's Lives
BBC 2 10–25 minutes programmes from Monday January 11 at 2.40 pm
BBC Continuing Education

In *Tristes Tropiques*, Claude Levi-Strauss, *doyen* of structuralism, remarked that after a lifetime spent studying the messages built into cultures, he found individuals in the simplest as well as the most sophisticated societies to share the whole range of character, emotion, and ability which we think of as "human." In following up *Face Values*, BBC Continuing Education's series of structuralist case-studies, with *Other People's Lives*, ten "ethnographic stories" made up of footage which did not fit into the comparative anthropology mould, producer Peter Ramsden seems to be saying much the same thing.

The programmes are mercifully free of heavy commentary, and translated subtitles leave the audience free to make their empathetic connection with those lives superficially so much at variance from their own. Observation of the Kayapo of central Brazil, the Catholics of Maxxar, Malta, Balinese Hindus, Muslims on Chole Island, Tanzania and the Rom gypsies of California should of itself open up fruitful topics for discussion or spur students on the research. Rather than being narrowly illustrative of one aspect of those different societies, the programmes are gently discursive. The photography is excellent.

In a world of increasing artificiality and standardization there is less and less room for the wonderful range of difference which has characterised the indigenous civilizations of the world. The Kayapo, the subject of the first three programmes of the series, had never met a white man until 1952, and though their numbers have dropped from 10,000 to 2,000 under the scourge of measles and they have incorporated CB radio and colourful shorts into their lifestyle, they remain the same jungle people than whom only the jaguar was more cunning.

In the first programme, "The hunting of the jaguar", we see how the creation myth of the jaguar, told to a rapt audience sleepy by the hut fire, interpenetrates everyday life. When Oo-un-yun kills a jaguar, the high good humour of the rituni dance with which the victory and feast is celebrated is the elation of a people whose inner and outer life are one.

The second programme "Coming of age", shows how the political and social life of the village is organized in age-sets, with childhood ending at around seven when imitation of adult work gives place to helping. The Kayapo have a matrilocal society; women own the houses and gardens and their produce, men are the hunters and fishers and artisans. Yet although coming of age is a serious matter, with appropriate ceremonies and duties, the audience watching the glee with which Kayapo eat their fish at the end of a fishing trip must feel how much more at one are the perceptions of childhood and adulthood in technologically primitive societies – and how much more whole life can be in a society based on cooperation instead of competition.

Pairs of people

by Frances Farrer

CONTINUING EDUCATION
Couples
BBC1. Sundays, 11.10 pm

The producer of the series called *Couples* (no relation to the novel) discovered that all people living in pairs have similar areas of potential conflict. They need not be conventional married couples for this to be so; they can be heterosexual couples living together, households where an adult son or daughter looks after an elderly parent, or gays.

But instead of focusing on the conflict, this series of half-hour programmes sets out to show how successfully one to one relationships can work. It makes very refreshing, if sometimes incredible, viewing.

Along come these jolly couples, explaining how well they get on, how rational they are, and how they solve all their problems by *talking*.

In programme one, young Jane and Martin, new in their third year at Royal Holloway College, talked persuasively about how they talk. These two met when they were sixteen and seventeen years old. The have problems such as infidelities of mind, and differences of character, but they solve them together in a way that is almost unnervingly grown-up. Married and engaged couples on this programme do the same, which all goed to show the importance of frankness.

Programme two, First Baby, is a good deal less plausible. It runs into serious difficulties created by the confines of the series. The focus is on the new and wonderful nuclear family, but whilst it is very clear that the couple are in love and that they love their baby, it is also clear that practically all the strain of the child is being taken by his mother. "I get so exhausted", she keeps saying.

The mother says she feels inadequate and guilty. She misses adult company very much. "I wish men would realise that the baby isn't just a woman's responsibility", she says wistfully, but neither she nor the makers of Couples can suggest any alternative to the present arrangement, since the series is heavily committed to an ideal of success that can be achieved within existing circumstances.

Agony Auntie, Angela Willans pops up from time to time, spouting sagely about the strain the first baby imposes on the relationship, how the mother often goes off sex for a time, how the father feels rejected, etc. The implicit message seems to be that all these are natural, necessary aspects of parenthood – an experience which can nevertheless be very rewarding if you brace yourself.

This lack of constructive social criticism would seem to be a major flaw. The couples are being viewed in isolation from the community. So far we have only seen conventional couples, and it will be interesting to see how future programmes deal with relationships between people of different ages, or between gays, without considering the support or approval of the rest of the world in which they live.

FILM/VIDEO
Where To Now?
25-minute film or video cassette
Central Film Library, Bromyard Avenue, Acton, London W3 7JB.
Free loan.

Where To Now? is a recruiting film for clerical careers in the Civil Service, aimed at young people who expect to leave school with a few O levels or grade 1 CSEs. It uses a mixture of film with studio discussion compered by Brian Redhead, and returns at intervals to a "panel" of three school leavers to assess their reactions to what they and we have seen.

This device has its good and bad points. That the youngsters are uncoached is at times only too obvious – it takes all of Brian Redhead's great skill and jollity to keep things moving. "What do you know about the civil service?" "I don't know anything about it really." By the end of the film, though, the three admit to both information and some enthusiasm justifiably, since it does an efficient job of informing and enthusing.

Victoria Neumark

Briefings

Radio & tv

For schools

Merry-Go-Round. (Monday, 11.00, Wednesday, 14.40 BBC1)

A new unit of programmes for eight and nine year olds tracing the history of road travel. "Travellers – the Road" looks back this week to "Britons and Romans".

Look, Look and Look Again. (Monday, 14.18 BBC1)

A junior art series designed to encourage observational skills and the use of different tools. Shows the art work of five groups of children with suggestions for using the environment as a resource.

The Song Tree. (Monday, 14.20 VHF4)

A new music series aimed at six year olds and older. Particularly useful for the non-specialist music teacher. Each programme is based on one traditional song linked to suggestions for classroom follow-up.

One World. (Tuesday, 10.00 VHF4) *One World* (Wednesday, 11.40 BBC1)

Two complementary series of five programmes each, designed to foster a deeper understanding between the people of Britain and three Caribbean islands. On Wednesday "Trading the Sun" shows the importance of tourism to the Caribbean while the radio programme features music, literature and language from the Caribbean.

The Music Arcade. (Tuesday, 14.15, Wednesday, 11.17 BBC1)

Tim Whitnall, star of the West End musical "Elvis", introduces this new series. Top juniors read, write and enjoy a variety of musical styles. The first programme encourages the composition of music for films.

Physics in Action. (Thursday, 9.30 ITV)

Resource material for the teaching of 'O' level and CSE Physics. Each programme is self-contained and illustrates the modern application of electromagnetism, electrostatics and radioactivity.

Sixth-form Geography. (Thursday, 10.26 ITV)

Ten programmes on the quantitative techniques needed for the 'A' level syllabus. The first features the characteristics of glacial ice in Switzerland.

Lifetime. (Thursday, 14.20 VHF4)

A unit on health education, home economics and human relations begins with five plays for 13- to 15-year-olds. "The Loner" by Harry Duffin is about a personality familiar to most schools.

Continuing education

Hands on Micros. (Sunday, BBC1, Monday, 15.00 BBC2).

The BBC Computer Literacy Project begins with a series of ten programmes designed to introduce complete beginners to the fundamentals of computing. The language used is BASIC.

Other People's Lives. (Monday, 14.40 BBC2)

A new group of documentaries about cultures in other countries. Programme one looks at the ritual which follows the killing of a jaguar by a Kayapo Indian in Kretire village in Brazil.

Better Badminton. (Friday, 9.25 BBC1)

To help beginners and club players to understand the basic techniques of the game. Information too on the history and the present condition of badminton.

Notice Board, the weekly information service for teachers takes on a new form in the Spring Term. In this weekly five minute programme, broadcast on Thursdays at 9.05am on Radio 4 VHF from Thursday January 14, Graham Tayar will be talking to producers about their series. They will discuss aims, audiences and ways of using the programmes and there will be illustrated.

In the first Notice Board "Lifetime" a new health education series for teenagers is discussed and in the second "The Song Tree", which looks at multiple uses of the same song – a different one each week.

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Nursery Education

KIRKLEES
METROPOLITAN COUNCIL
DEWSBURY NURSERY SCHOOL
Knowle Hill Road, Dewsbury, West Yorkshire
(RBK 5483)
Required as soon as possible, teacher, S.E.N. with nursery training and/or experience for this 40 place nursery school.

SUTTON COMMON INFANT & NURSERY SCHOOL
Manx Street, Huddersfield
(REF. 894)
Required for Easter 1982, teacher, SCALE 1 (or this newly opened 80 place Nursery Unit. Applicants must have nursery training and/or experience.

Application Forms (s.a.e. please) from the Director of Educational Services, Ref. PT 010, Estate House, 5 Queens, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of the appearance of this notice in the press.
(33364) 100022

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
NURSERY TEACHERS (Scale 1)
Applications are invited from nursery trained teachers for classes which are due to open in the near future.
Please send s.a.e. for application forms to the Chief Education Officer, Education Offices, Chapel Street, Salford M3 5LT, to whom completed applications should be returned no later than 22nd January 1982. (33344) 100026

Other Appointments

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and bordered by Epping Forest.
GEORGE TOMLINSON PRIMARY SCHOOL
Barrington Road, London E11 4QH.
Head Teacher: Mr. P. de Ritter
NURSERY TEACHER
Required for Easter 1982. An experienced Nursery Teacher to join the team for an eighty place Nursery Unit within the school. Music would be an advantage.
SUPERNUMERARY SCALE 1 plus Outer London Allowance and Social Priority Allowance.
Application forms obtainable (on receipt of s.a.e.) from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.
Closing date 22nd January 1982. (33375) 110016

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SUPERNUMERARY SCALE 1 plus Outer London Allowance and Social Priority Allowance.
Travelling and lodging allowance.
Application forms obtainable (on receipt of s.a.e.) from and returnable to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ.
Closing date 22nd January 1982. (33375) 110016

BRENT
LONDON BOROUGH OF BRENT
VOLUNTARY SCHOOL
SINAI JEWISH PRIMARY SCHOOL
(Voluntary Aided)
Shakespeare Drive, The Mall, Keaton, Middx.
Required from Easter
Experienced TEACHER for Head of Year Group in the Lower Juniors, Scale 1. Enquiries & visits welcomed. Telephone Mr D Levy, 01-904 1350 for appointment. Brent is experimentally committed to multi-cultural education. London Allowance of £750 per annum payable and there is a scheme for assistance with personal expenses including local fares etc., travelling and lodging allowance.
Application forms (are) available from Mr J Mendelsohn FAA, Honorary Correspondent, Sinai Primary School, 6th Floor, Woburn House, Tavistock Place, London WC1H 9SZ, returnable as soon as possible.
(33375) 110010

BRENT
LONDON BOROUGH OF BRENT
VOLUNTARY AIDED JUNIOR MIXED SCHOOL
Bridge Road, NW10 9BX
(NW 3351)
Required from Easter - HEADTEACHER for this 2 stream priority school. Vacancy due to retirement. This school has good accommodation including its own nursery and computer resources room. Facilities for games and P.E. are good. There are a number of flourishing out of school clubs and activities. Previous applicants will be considered.
Brent is fundamentally committed to multicultural education. London Allowance of £750 per annum is payable and there is a scheme for assistance with removal expenses, including legal fees etc., travelling and lodging allowances.
Application forms (are) from Director of Education, P.O. Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW returned within 10 days. (33376) 110010

Primary School Education

Headships

BERKSHIRE
ST. MARTIN'S R.C. PRIMARY SCHOOL (JMI)
Pendennis Avenue, Caversham
N.O.R. 210
Required from 1st September 1982
HEAD TEACHER (Group 3)
Applicants should be practising Catholics and hold the Catholic Teachers' Religious Certificate.
Applications form and further details from the Director of Services (RS/EB), Elm Park, Shinfield Park, Reading RG2 9XE (Tel. 0734 875444 ext 329) to arrive by 25th January 1982. (33260) 110016

Education Service
HEADSHIP
St Swithun's V.C. Lower School, St Neots Road, Sandy, Beds.
From April 1982
Group 4

Applications are invited from suitably qualified and experienced teachers for the Headship of this Group 4 Lower School. Estimated number on roll, April 1982: 125 children aged 5–9 years.

Application forms and further details are available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford. Closing Date: 22 January 1982.

Bedfordshire COUNTY COUNCIL

Applications are invited from experienced and suitably qualified primary teachers for the headship of the following school:

Dronfield Northfield Junior School
Group 5

Estimated Maximum NOR Summer 1982 – 255

Closing Date – 22 January 1982

Application forms and particulars for the above post (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock.

TS811/0010

DERBYSHIRE County Council

BOROUGH OF HARINGEY

HEAD TEACHERS
STAMFORD HILL JMI SCHOOL,
Berkeley Road, N15 6ND.

HEAD TEACHER (Group 5)
required for April 1982.
BROADWATER FARM JUNIOR SCHOOL,
Adams Road, N17 8HW.

HEAD TEACHER (Group 4)
required for April 1982.

Applications are invited from suitably qualified and experienced Teachers for the posts of Head Teacher.
The Schools have been designated Social Priority Schools and an additional allowance of £201/£276 p.a. is payable.
London Weighting £759 payable.
Application forms (SAE) and further details for both the above posts available from Chief Education Officer, Education Offices, 48/82 Station Road, Wood Green, London N22 4TY and to be returned by 22nd January 1982.

TS811/10

SEX DISCRIMINATION ACT, 1975

No job advertisement which indicates or can reasonably be understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private householder or
2. it is a business employing fewer than six persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

PRIMARY HEADSHIPS
continued

BERKSHIRE

HAMPSTEAD NORREYS C.E (VOLUNTARY CONTROLLED)
PRIMARY SCHOOL
(CONTROLLER)
Hampstead Norreys, Newbury
RG18 0TG
Required April 1983, HEAD TEACHER (Group 4)
Applications and further details from the Director of Education (IIIQ Schools), Shire Hall, Shinfield Park, Reading, Berks RG6 9XZ (SAE) completed forms should be returned to Rev. P.V.H. Isaac, The Rectory, Island Vicarage, Downsview Sources, Reading, RG7 6NU by 29th January 1982. 110010

BUCKINGHAMSHIRE

Beaconsfield/Chiltern Division
BURNHAM GROVE FIRST SCHOOL
Wilmot Road, Burnham
Buckinghamshire
Applications are invited from enthusiastic teachers who have relevant experience for the Headship of the above school.
Please apply to the Education Officer, County Hall, Aylesbury, Bucks. Closing date 13th February, 1982. (3261)

CUMBRIA

COUNTY COUNCIL
CARLISLE AND KINNISIDE SCHOOL
Esmeralda Crescent, Currock.
Mixed, 4 - 11 Voluntary Controlled School - N.O.R. 271
Required for April 1983 Head Teacher of this Group 1 school.
LITTLE CLIFTON SCHOOL
Little Clifton, Workington
Mixed 4 - 11 years. County School N.O.R. 118
Required Summer Term 1983, a head for this Group 3 School.
Application forms and further particulars for both posts available from and returnable to the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, by 22nd January 1982. (3253)b

DEVON

Please see displayed advertisment on page 43 (33434) 110010

DORSET

ST. MARY'S RC (AIDED) FIRST SCHOOL
High Street, Swanage
(Roll 50)
(Re-advertisement)
HEAD TEACHER (Group 2) required from April or September 1982. Candidates must be practising Catholics and hold the Catholic Certificate of Religious Education.
Previous applications will be reconsidered, if still available.
Application forms, returnable by 29th January, 1982, may be obtained from the Education Office, Westminster Chambers, Swanage (Tel. 2244) to whom completed forms should be returned by Rev. F.V.H. Isaac, The Rectory, Island Vicarage, Downsview Sources, Reading, RG7 6NU by 29th January 1982. 110010

BERKSHIRE

ST MARY'S C.E. PRIMARY SCHOOL
(AIDED)
Wensley Road, Reading RG1 7JL
N.O.R. 198
Required April 1983
HEAD TEACHER (Group 4)
Candidates should be practising communicant members of the Church of England.
Application forms and further details from the Director of Education (ES/SE), Shire Hall, Shinfield Park, Reading, Berks RG6 9XZ (SAE) completed forms should be returned to Rev. P.V.H. Isaac, The Rectory, Island Vicarage, Downsview Sources, Reading, RG7 6NU by 29th January 1982. 110010

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EAST SUSSEX

COUNTY COUNCIL
HAMPTON PARK COUNTY INFANTS SCHOOL
Broderick Road, Eastbourne,
BN22 9AA (Roll 240)
Required April 1983, Head Teacher of this Group 3 Infants School.
Reorganisation Grant is available in approved cases.
Application forms and further details (s.a.e. please), from the County Education Department, County Hall, St. Anne's Crescent, Lewes BN7 1SG, to whom completed forms must be returned by 29th January 1982. (3301)

GLOUCESTERSHIRE

Need Teacher required from 19th April 1982 for class of 8 (Aided) Primary School Broadwell, Lower Oddington. 7 - 11 years. Group 2. Communicant member of the Church of England preferred.
Forms and further particulars from and returnable to the Rev Worsley, 27 Moorend Road, Cheltenham, Glos. Enclose S.A.E. (3309)

HERTFORDSHIRE

COUNTY COUNCIL
SHEPHERD INFANTS SCHOOL
Middleton Road, Hill End, Rickmansworth
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher of this group 3 school from April 1983. The post will be vacant following the retirement of the Hertfordshire headship.
Application form and further details from the Divisional Education Officer, Little Cassiobury, Hempstead Road, Watford, Herts WD1 3EU, to be returned by 25th January 1982. (3284/AE)

HERTFORDSHIRE

COUNTY COUNCIL
North Herts Division
CHESHUNT JUNIOR SCHOOL
Cambridge Road, Hitchin, Herts.
Group 4 (Roll 320)
HEAD TEACHER required for April 1983.
Further particulars and application forms from the Divisional Education Officer, Divisional Office, Hammond Road, Walsworth, Hitchin, Herts SG4 9SP. Closing date 25th January 1982. (3284)

HERTFORDSHIRE

COUNTY COUNCIL
Dacorum Division
HEMPSTEAD CE (VA) JUNIOR SCHOOL
Queens Road, Hemptead, Herts
(Group 4 - 196 on roll)
Applications are invited from practising Roman Catholic experienced teachers for the HEADSHIP of this school as from APRIL 1983.
Forms and further particulars are available from the Divisional Education Officer, Civic Centre, Marlowes, Hemel Hempstead. Closing date January 25th, 1982 (S.a.e. please). (3325b) 110010

HUMBERSIDE

EDUCATION COMMITTEE

HEADS FOR

BARNETBY C.E. PRIMARY SCHOOL
Barnetby, South Humberside
DN38 6JD

N.O.R. 169] Age Range 5 - 11

AND

SKIDBY C.E. PRIMARY SCHOOL
Skidby, Cottingham, North Humberside

Group 2; N.O.R. 71; Age Range; 5 - 11

REQUIRED FOR APRIL 1983.

Application forms and further particulars are obtainable from the Director of Education (IIIQ Schools), County Hall, Beverley, North Humberside, HU17 9BA, (Tel. (0482) 867(31), Ext. 3116 to whom completed forms should be returned not later than Monday 18th January, 1982. (3333)f 110010

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
Dover Division
Appointment of Headteacher
EASTRY C.E. PRIMARY SCHOOL (Controlled)
Eastry, Sandwich CT13 OLR
Group 4, Roll 224
Applications are invited for the post of Headteacher at this school for the Summer Term 1982, in succession to Headteacher having been appointed to another post. Further details and application forms from the Divisional Education Officer, Woodside Terrace, Dover CT16 1JU (s.a.e). Closing date 19th January 1982.
SHEPWAY DIVISION
Appointment of Headteacher
ACRISE COUNTY PRIMARY SCHOOL
Selling, Ashford Tn26 6JY
Group 3, Roll 98
Headteacher required for April 1983 for this Junior Mixed and Infant School.
Application forms and further particulars available from and returnable to the Divisional Education Officer, Lathe Barracks, Old Dover Road, Canterbury, Kent CT1 3RQ by 25th January 1982. (3318)a

KIRKLEES

METROPOLITAN COUNCIL
MIRFIELD C.E. (C) JUNIOR & INFANT SCHOOL
Field End Lane, Roimbridge.
Mixed Voluntary Controlled
GROUP 1 (age range 5 to 11 years)
Appointment for September 1982, or as soon as possible thereafter.
MELTHAM C.E.(C) JUNIOR & INFANT SCHOOL
(REF. 533)
Holmfirth Road, Meltham, Huddersfield
GROUP 5 (age range 5 to 11 years)
Appointment for January 1983.
Further particulars and application forms (s.a.e. please) from the Director of Educational Services, (REF. TT) Oldgate House, 2, Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned not later than 29 days of this notice in the press. (3333)f 110010

LIVERPOOL

ST JOHN'S RC JB PO SP
North Dingle, Liverpool L4 1SN
HEADTEACHER GROUP 4
£6850 - £7504
Required for Summer Term.
Forms available from (SAE) the headteacher returnable to Father Roddy, St. Johns Presbytery, Dingle Road, Liverpool 8 by 18th January, 1982.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (3342)b 110010

LIVERPOOL

ST FRANCIS DE SALES RC JO SCHOOL
Carisbrooke Road, Liverpool L4 3QX
HEADTEACHER GROUP 4
£6850 - £7504
Required for Summer Term.
Forms available from (SAE) the headteacher returnable to Father Roddy, St. Johns Presbytery, Dingle Road, Liverpool 8 by 18th January, 1982.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (3342)b 110010

LIVERPOOL

ST JOHN'S RC, JB PO SP
North Dingle, Liverpool L4 1SN
HEADTEACHER GROUP 4
£6850 - £7504
Required for Summer Term.
Forms available from (SAE) the headteacher returnable to Father Roddy, St. Johns Presbytery, Dingle Road, Liverpool 8 by 18th January, 1982.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (3342)b 110010

NORTH YORKSHIRE

COUNTY COUNCIL
GREAT AMEATON COUNTY PRIMARY SCHOOL
(GROUP 3)
(Re-advertisement)
Applications are invited from suitably qualified and experienced teacher for the following Headship appointment.
Candidates who applied previously should let me know if they wish their applications to be reconsidered.
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton. Dl7 8AE, to whom completed forms should be returned not later than fourteen days after the appearance of this advertisement. (3311) f 110010

ROCHDALE

METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT

READVERTISEMENT

RAMFORD ST. MICHAEL'S C.E. (AIDED) SCHOOL
Bradford

PRIMARY SCHOOL HEADSHIP

Required for Easter 1983.

Applications are invited from suitably qualified and experienced teachers for the Headship of the above school which currently has 145 pupils aged between the ages of 4 and 10 years.

This is a readvertised post and previous applicants will be automatically considered. However their applications will be automatically considered.

Application forms and further particulars are available from the Chief Education Officer P.O. Box 70 Municipal Offices, Smith Street, Rochdale, on receipt of a stamped addressed envelope to which they should be returned by 26th January 1982. (3318)f 110010

WARWICKSHIRE

STRATFORD-UPON-AVON C.E. (CONTROLLED) JUNIOR AND INFANT SCHOOL
Alcester Road,
Stratford-upon-Avon, CV37 9PN

Appointment of Head

Application are invited from suitably qualified and experienced teachers for the post of Head of this Group 2 school (478 on roll) with effect from 1st September 1982.

Application form and further details may be obtained from the County Education Officer, 22 Warwick Street, Warwick CV34 4RR, (Ref PS/Strat) to whom completed forms should be returned by 22nd January 1982. (3333)f 110010

WARWICKSHIRE

QUINTON JUNIOR AND INFANT SCHOOL
Lower Quinton
Stratford-upon-Avon, CV37 8SU

Appointment of Head

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 2 school (178 on roll) with effect from 1st September 1982.

Application form and further details may be obtained from the County Education Officer, 22 Warwick Street, Warwick CV34 4RR, (Ref PS/Quin) to whom completed forms should be returned by 22nd January 1982. (3333)f 110010

WEST SUSSEX

OUR LADY LAUREN OF HEAVEN R.C. FIRST SCHOOL
Park Lane, Langley Green, Crawley
Teacher required in September 1982 or earlier if possible, to take charge of mixed catering for children from 5 - 8 years.
Applications should be well qualified, experienced and practising R.C. Teachers.
Details from Chief Education Officer, County Hall, Chichester, to be returned on receipt of S.A.E. (3343) 110010

WILTSHIRE

PENHILL JUNIOR SCHOOL
Swindon
GROUP 5
N.O.R. 280
Headteacher required. Easter 1982 or as soon as possible thereafter. Applicants should have the experience, ability and enthusiasm to lead this well established school.
Application form and further details (s.a.e. please) returnable to the Chief Education Officer, Education Office, Stanford House, Stanford Road, Swindon, Wilts SN1 1UP, by 22nd January 1982. (3310)f 110010

WILTSHIRE

WILTON JUNIOR SCHOOL
GROUP 4
N.O.R. 240
HEADSHIP
Applications are invited from suitably qualified, and experienced teachers for the headship of this large junior school, with effect from 1st September 1982 on the retirement of the present Headteacher.
Application form, and further details may be obtained from and returnable to: The Chief Education Officer, Area Education Office, Salisbury House, Station Road, Salisbury, Wilts SP1 3DU, by 22nd January 1982. (3310)f 110010

WILTSHIRE

ST. MICHAEL C.E. AIDED J. & I. SCHOOL
Alderbury
Group 3 (Roll 159)
Need Teacher required from April 1982.
Application form and job details (S.A.E. appreciated) returnable to Chief Education Officer, Wilts County Council, Bythesea Road, Trowbridge, Wilts by 22nd January 1982. (3310)f 110010

WILTSHIRE

ST. MICHAEL'S C.E. AIDED J. & I. SCHOOL
Alderbury
Group 3 (Roll 159)
Need Teacher required from April 1982.
Application form and job details (S.A.E. appreciated) returnable to Chief Education Officer, Wilts County Council, Bythesea Road, Trowbridge, Wilts by 22nd January 1982. (3310)f 110010

Deputy Headships Second Masters/ Mistresses

BRADFORD

CITY OF BRADFORD METROPOLITAN COUNCIL
ST. CUTHBERT WITH ST. ANNE'S FIRST MARTYRS RC FIRST SCHOOL
Scotchman Road, Bradford
Group 4, 275 on roll aged 5 - 10 years
Required for April 1983, a suitably qualified and experienced teacher for the post of Deputy Headteacher. The school is modern and well-sited with delightful facilities.
Application forms and further details are available from the Directorate Personnel Office, 4th floor, Provincial House, Manor Street, Bradford, BD1 1NP and should be returned to the Chairman of Managers, Mssr J Lahart, The Presbytery, Hanley Lane, Bradford 8, West Yorkshire by 22nd January 1982 (3287)f 110012

BRENT

LONDON BOROUGH OF BRENT
WEMBLEY MANOR JUNIOR MIXED SCHOOL
East Lane, Wembley, HA9 7NW
(Roll 340)
Required from Easter - DEPUTY HEAD (Group 3). Experienced teacher to be involved in general administration and curriculum development. Please state own subject areas in which you can implement considerable input. Previous applicants will be contacted if considered suitable. Candidates committed to multi-cultural education. London Allowance of £759 per annum is payable and there is a generous allowance with removal expenses including legal fees etc. Favourable rate lodging allowances.
Application forms (s.a.e.) from Director of Education, P.O. Box 1, Civic Centre, Engineers Way, Wembley, HA9 7RW to be returned to the Headteacher by 20th January. (3328)f 110012

BUCKINGHAMSHIRE

COUNTY COUNCIL
GREAT HORWOOD C.E. CONTROLLED SCHOOL
Milton Keynes.
Applications are invited for the DEPUTY HEADSHIP of this school, from Easter 1982. Group 4.
Present roll 170 pupils aged 5 - 10.
Assistance with removal expenses is given in approved cases.
This is a re-advertisement, and previous applicants will automatically be re-considered.
Application form and further particulars (s.a.e.) from Education Office, Exchange Street, Aylesbury, Bucks HP20 1UU. Closing date: 18 January, 1982. (3285)f 110012

BUCKINGHAMSHIRE

COUNTY COUNCIL
WILLIAM HARDING COUNTY MIDDLE SCHOOL
Hazelhurst Drive, Aylesbury.
Applications are invited from suitably qualified, experienced teachers for the post of Deputy Headteacher. The school is modern and well-sited with delightful facilities.
Application forms and further details are available from the Director of Education, County Hall, Aylesbury, Bucks HP20 1UA, to whom completed forms must be returned within fourteen days of this advertisement. (3311)f 110012

BUCKINGHAMSHIRE

COUNTY COUNCIL
HIGH ASH C.E. COMBINED SCHOOL
Mentmore, Leighton Buzzard
Applications are invited for the Headship of this school, with effect from Easter 1982.
Present roll 163 pupils aged 5 - 11.
Assistance with removal expenses is given in approved cases.
Application form and further particulars may be obtained from the County Education Officer, 22 Warwick Street, Aylesbury, Bucks HP20 1UU. Closing date: 18 January, 1982. (3287)f 110012

BUCKINGHAMSHIRE

COUNTY COUNCIL
ICKFORD COUNTY COMBINED SCHOOL
near Aylesbury
Applications invited for the Deputy Headship of this school from Easter 1982 to HT: from Middle School. Present roll 210 pupils. Group 4, possibility of Group 3 under review.
Assistance with removal expenses may be given in approved cases.
This is a re-advertisement, and previous applicants will automatically be re-considered.
Application form and further particulars (s.a.e. please) from Education Officer, Education Office, Exchange Street, Aylesbury HP20 1UU. Closing date: 18th January. (3286)f 110012

DERBYSHIRE

COUNTY COUNCIL
ILKESTON GRANBY JUNIOR SCHOOL
Manor Road, Ilkeston
(Roll 315)
Grade 3
DEPUTY HEADTEACHER
ILKESTON WILSON SCHOOL
Highfield House, Ilkeston
Derby DE5 3QA
Grade 4
DEPUTY HEADTEACHER
Further details and application forms (s.a.e. please) to be obtained from the Director of Education, Room 201, County Offices, Derby DE1 2QA to whom completed forms must be returned by 25 January 1982.

Derbyshire is an equal opportunity employer. (3317)f 110012

DEVON

Please see displayed advertisment on page ..... (33434) 110010

DORSET

CHRIST THE KING R.C. AIDED PRIMARY SCHOOL
Bournemouth
Required April 1983
Deputy Head of this Group 3 Primary School. Practising Roman Catholic Required.
Application forms and further details of requisite Headmistress/ Headmaster from Education Office, Civic Centre, Bournemouth BH2 6DY. Closing date 25th January 1982. (3313)f 110010

EAST SUSSEX

COUNTY COUNCIL
PEVENSEY AND WESTHAM C.E. PRIMARY SCHOOL
Westham, Pevensey. BN24 5LP.
(Roll 210)
Required April 1983 Deputy Headteacher (Group 3). An enthusiastic teacher to lead the infant department. Language Development a responsibility. Reduction grants available in approved cases.
Application forms (s.a.e. please) from the County Education Officer, Education Department, County Hall, St. Anne's Crescent, Lewes BN7 1SG to be returnable to the Headmaster by 22nd January, 1982. (3330)f 110012

ENFIELD

LONDON BOROUGH OF ENFIELD
ST MICHAEL-AT-BOWES C.E. JUNIOR SCHOOL
Tottenhall Road, Palmers Green, London N13 5TB
(Roll 240)
DEPUTY HEADTEACHER (Group 3)
Experienced and enthusiastic teacher with a high standard of commitment, who is interested in sharing responsibility for organisation and curriculum development in a caring work and displaying practical leadership. Opportunities given for curriculum and pastoral responsibility. Candidates should be committed to multi-cultural education.
London Allowance; £498. Considerable assistance with removal, relocation, rent, temporary accommodation and home allowance.
Application forms and further details (foolscap SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ, to be returned to the Reverend J. Lea, Curate's Parsonage, 15, Wolves Lane, London N22 by Friday 29th January, 1982. (3327)f 110012

ESSEX

GREAT WAKERING COUNTY PRIMARY SCHOOL
(Roll 436)
High Street, Great Wakering, Southend
Tel: Southend 219435
DEPUTY HEAD GROUP 6.
Experienced committed Teacher required April 1982, capable of forming and developing work on issues and taking active role in major curriculum development.
Forms and details obtainable from Headteacher, closing date 22nd January 1982.

HAMSTEL JUNIOR SCHOOL
(Roll 392)
Barnard Road, Southend-on-Sea.
Tel: Southend 68048.
DEPUTY HEADTEACHER
September for this Group 5 School. Teacher of good experience and ability with proven success in the classroom is invited to apply.
Application should state their special interest areas of the school curriculum. Musical ability an advantage.
Application forms and further details obtainable from Area Education Officer, Southend Area Education Office, Victoria Avenue, Southend-on-Sea, Essex.
R.A. BUTLER JUNIOR SCHOOL
(Roll 280)
South Road, Saffron Walden CB11 3DU
Tel: Saffron Walden 23651.

LIVERPOOL

HOLY TRINITY RC JMI SCHOOL
Banks Road, Liverpool, L18 8JY

DEPUTY HEADTEACHER GROUP 4
£6850 - £7504
Required for Summer Term.
Re-advertisement previous applicants automatically reconsidered.
Forms available from (SAE) the Headteacher returnable to Rev. Fr. Butler c/o Holy Trinity Presbytery, Banks Road, Liverpool by 18th January, 1982.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (3332)f 110010

LIVERPOOL

WALTON GR JUNIOR MIXED SCHOOL
Bedford Road, Liverpool L4 9JH

DEPUTY HEADTEACHER GROUP 4
£6850 - £7337
Required for Summer Term.
Re-advertisement. previous applicants automatically reconsidered.
Forms available from (SAE) and returnable to Mr Thomas Molyneux, c/o All Saints Presbytery, Oakfield, Liverpool L4 quoting ref. P & M. 94(a) by 18th January, 1982.
The City Council is an equal opportunity employer and welcomes applications irrespective of race, sex or marital status. (3333)f 110010

HERTFORDSHIRE

COUNTY COUNCIL
East Herts Division
HIGH WYCH C.E. SCHOOL
Upton Road, Bishop's Stortford
County Junior Teacher required for April 1982 for this Group 3 school (Size on roll). Applicants should have a sound knowledge of Music and preferably be able to play the recorder. Present holder promoted to headship.
Application forms and further details from the Divisional Education Officer, Scott House, (Ref. 3261) Road, Hertford, (3327)f 110012

HERTFORDSHIRE

COUNTY COUNCIL
East Herts Division
HIGH WYCH C.E. SCHOOL
Upton Road, Bishop's Stortford
County Junior Teacher required for April 1982 for this Group 3 school (Size on roll). Applicants should have a sound knowledge of Music and preferably be able to play the recorder. Present holder promoted to headship.
Application forms and further details from the Divisional Education Officer, Scott House, (Ref. 3261) Road, Hertford, (3327)f 110012

HERTFORDSHIRE

COUNTY COUNCIL
LEA FARM JM SCHOOL
Fourth Avenue, Stanborough, Welwyn Garden City
Applications are invited from suitably qualified teachers for the post of DEPUTY HEADSHIP in this Group 3, JM school for April, 1983. There is an immediate vacancy for a teacher to undertake responsibility for modern developments in Junior education.
Application forms and further details from Divisional Education Officer, Little Cassiobury, 31 Hempstead Road, Watford, WD1 3EU to be returned by 22nd January 1982. (S.A.E.) (3284)

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CRANBROOK DIVISION
ST ROTOLPH'S CE (AIDED) PRIMARY SCHOOL
Sissinghurst, Cranbrook
Upper Road, Northfleet, Kent DA11 8AA
Deputy Headteacher required for this Group 4 School from the commencement of the Autumn Term 1982. Applications will be asked to take up Initial Teacher Training but Junior experience might be a considerable advantage. A communicants and must have a sound Christian witness.
Please send S.A.E. to the Headteacher for full details, application forms and pre forms. (3331)f 110010

KIRKLEES

METROPOLITAN COUNCIL
LEEDS ROAD INFANT SCHOOL
Leeds Road, Heckmondwike
Applications are invited from suitably qualified teachers for the following DEPUTY HEADSHIP:-
DALTON INFANT & NURSERY SCHOOL
(REF. 525)
Halifax Road Avenue, Dalton, Huddersfield
GROUP 4 (age range 3 to 7 years)
Appointment for Easter 1983.
MOTORCROSS C.E.(C) INFANT SCHOOL
(REF. 535)
Bradford Road, Crosland Moor, Huddersfield
GROUP 4 (age range 5 to 7 years)
Appointment for September 1982.
BIRSTALL FIRST SCHOOL
(REF. 534)
Firth Street, Birstall, Huddersfield
GROUP 4 (age range 5 to 10 years)
Appointment for Easter 1983.
WARWICK ROAD JUNIOR, INFANT & NURSERY SCHOOL
(REF. 536)
Warwick Road, Batley
GROUP 5 (age range 5 to 11 years)
Appointment for September 1982.
Further particulars and application forms (s.a.e.) from Director of Education, P.O. Box 84, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms must be returned within 14 days of this advertisement appearing in the press. (3333)f 110010

LIVERPOOL

HOLY TRINITY RC JMI SCHOOL
Banks Road, Liverpool, L18 8JY

DEPUTY HEADTEACHER GROUP 4
£6850 - £7504
Required for Summer Term.
Re-advertisement previous applicants automatically reconsidered.
Forms available from (SAE) the Headteacher returnable to Rev. Fr. Butler c/o Holy Trinity Presbytery, Banks Road, Liverpool by 18th January, 1982.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (3332)f 110010

LIVERPOOL

WALTON GR JUNIOR MIXED SCHOOL
Bedford Road, Liverpool L4 9JH

DEPUTY HEADTEACHER GROUP 4
£6850 - £7337
Required for Summer Term.
Re-advertisement. previous applicants automatically reconsidered.
Forms available from (SAE) and returnable to Mr Thomas Molyneux, c/o All Saints Presbytery, Oakfield, Liverpool L4 quoting ref. P & M. 94(a) by 18th January, 1982.
The City Council is an equal opportunity employer and welcomes applications irrespective of race, sex or marital status. (3333)f 110010

LIVERPOOL

ST. FRANCIS DE SALES RC JO SCHOOL
Hale Road, Liverpool L4 3RL

DEPUTY HEADTEACHER GROUP 4
£6850 - £7337
Required for Summer Term.
Forms available from the Headteacher returnable to Father P. Rowan, St. Francis de Sales Presbytery, Hale Road, Liverpool L4 3RL by 18th January, 1982.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (3332)f 110010

LIVERPOOL

EARLE COUNTY PRIMARY SCHOOL
Earle Road, Liverpool L7

HEADTEACHER GROUP 3
£6940 - £9864
Required for Summer Term.
Forms available from (SAE) and returnable to Mr. Thomas Molyneux, c/o All Saints Presbytery, Oakfield, Liverpool L4 quoting ref. P & M. 94(a) by 18th January, 1982.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (3333)f 110010

LIVERPOOL

DEPUTY HEADTEACHER GROUP 2
£7701 - £8894
ALL SAINTS RC INFANTS SCHOOL
Oakfield, Liverpool L4 2QG
Required for Summer Term. Forms available from (SAE) the Headteacher and returnable to Monsignor Doran, c/o All Saints Presbytery, Oakfield, Liverpool L4 quoting ref. P & M. 94(a) by 18th January, 1982.
The City Council is an equal opportunity employer and welcomes applications irrespective of race, sex or marital status. (3333)f 110010

SUFFOLK

ORANGE COUNTY PRIMARY SCHOOL
(G - 11, Roll 220)
Required April 1982. Deputy Headteacher for this Group 4 primary school.
Application forms and details are available from the Head at the school to whom completed forms should be returned by 22nd January. (3318)f 110010

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MALMESBURY PRIMARY SCHOOL
Malmesbury Road, Mordon, Surrey
Headteacher: Mrs L. M. Bennett
Tel: 01-648 1132
Age Range 3 - 9 years
No. on roll: 323
Required from 25th January, 1982, a teacher, Scale 2 temporary, to cover the absence of the Headteacher on maternity leave.
Commencing salary £6,459.
Application forms and further particulars of the post are available from the Headteacher to whom completed forms should be returned. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (3315)f 110010

NORFOLK

DEPUTY HEAD
Required April 1982
DEREHAM CHURCH V.A. MIDDLE SCHOOL
(Group 5; 8 - 12 age range)
A new 8 - 12 Church Primary-Aided School, candidates practising members of the Church of England.
Application forms and further details from the Director of Education, **EDUCATION OFFICE, COUNTY HALL, NORWICH NR1 2DL** on receipt of stamped addressed foolscap envelope.
Closing date for applications - 22nd January. (3305)f 110012

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
CHARLES DICKENS (AIDED) R.C. PRIMARY SCHOOL
Allotment Road, Codnesad M20 0JD
Number on roll 230
Required for Easter 1982
Deputy Head Teacher (Group 5)
Please send name for application forms and further details to the Chief Education Officer, Education Offices, Bexley Square, Salford M3 6DB, to whom completed applications should be returned within 14 days of the appearance of this advertisement. (3336)f 110012

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. THOMAS MORE R.C. JUNIOR MIXED & INFANTS SCHOOL
Worsley Road North, Worsley, Manchester M28 4LE
Deputy Head Teacher (Group 5)
Please send for application forms and further details to the Chief Education Officer, Education Offices, Bexley Square, Salford M3 6DB, to whom completed applications should be returned within 14 days of the appearance of this advertisement. (3336)f 110012

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. WILFRID'S R.C. PRIMARY SCHOOL
Swinton Drive, Eccles M30 0FJ
Required for Easter 1982 or as soon as possible thereafter, a Junior Teacher holding Catholic Certificate, must be prepared to take responsibility in one of the following curriculum areas:-
Science, Mathematics or Boy's Physical Development.
Group 2 post for suitable applicant.
Please send s.a.e. for application forms and further details to Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT. Completed applications should be returned within 14 days of the appearance of this advertisement. (3337)f 110012

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. PAUL'S C. OF E. PRIMARY SCHOOL
Barton Road, Winton, Eccles M30 7AS
(Roll 316)
Required for Easter 1982 SCALE 2 teacher with responsibility for primary science to work in schools Science Centre. Candidates should be committed to the extension of teaching materials and methods of Science and Mathematics to all children. Applicants should be willing to offer boys' games, swimming or music would be an advantage.
Stimulating and supportive colleagues.
Application forms available from the Head Teacher at the above school. Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees. Letters of application and completed application forms should be submitted direct to the Head Teacher not later than 22nd January, 1982. (3335)f 110012

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
ST. THOMAS MORE R.C. JUNIOR MIXED & INFANTS SCHOOL
Worsley Road North, Worsley, Manchester M28 4LE
Deputy Head Teacher (Group 5)
Please send for application forms and further details to the Chief Education Officer, Education Offices, Bexley Square, Salford M3 6DB, to whom completed applications should be returned within 14 days of the appearance of this advertisement. (3336)f 110012

SOMERSET

COUNTY COUNCIL
WELLINGTON SCHOOL
Wellington, Somerset
Applications are invited for the post of Deputy Headteacher of this 11 - 18 mixed comprehensive school with effect from September 1982.
Application forms and further details from the Director of Education, County Hall, Taunton TA1 4DY, to be returned by 29th January 1982. (3331)f 110010

SOUTH GLAMORGAN

COUNTY COUNCIL
ST. JOSEPH'S R.C. PRIMARY SCHOOL
Penarth
Required April 1982
Deputy Headteacher (Group 4)
Applications are invited from practising Roman Catholic teachers for the post of Deputy Headteacher of this school as from April 1982.
Forms and further particulars are available from the Divisional Education Officer, Civic Centre, Penarth, South Glamorgan CF64 1TA (Tel. 2416) to whom completed forms should be returned within fourteen days of this advertisement. (3342)b 110010

SOUTH GLAMORGAN

COUNTY COUNCIL
ST. JOSEPH'S R.C. PRIMARY SCHOOL
Penarth
Required April 1982
Deputy Headteacher (Group 4)
Applications are invited from practising Roman Catholic teachers for the post of Deputy Headteacher of this school as from April 1982.
Forms and further particulars are available from the Divisional Education Officer, Civic Centre, Penarth, South Glamorgan CF64 1TA (Tel. 2416) to whom completed forms should be returned within fourteen days of this advertisement. (3342)b 110010

Ealing
London Borough

HAMBROUGH FIRST AND MIDDLE SCHOOL
South Road,
Southall, Middx.

DEPUTY HEAD TEACHER
required for April 1982.

Applications are invited from suitably qualified and experienced teachers for appointment as Deputy Head of this purpose built, new 320 place Combined First and Middle School with 60 place Nursery Unit. Experience of multi-cultural schools would be considered a distinct advantage.

Group 6 salary plus £759 London Allowance payable.

Assistance with relocation expenses may be available, subject to conditions, in appropriate cases.

Further details and application forms available (SAE) from the Headteacher to be returned by 22 January, 1982.

PRIMARY DEPUTY HEADSHIPS
continued

LIVERPOOL

BISHOP GOSS RC JMI PD/SP SCHOOL
Rose Place, Liverpool L3 3AN

DEPUTY HEADTEACHER GROUP 4
£6850 - £8387
Required for Summer Term. Re-advertisement, previous applicants automatically reconsidered.
Forms available from (SAE) and returnable to the Head teacher quoting ref. P & M. 77(a) by 18th January, 1982.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (3331)f 110010

LIVERPOOL

ST. FRANCIS DE SALES RC JO SCHOOL
Hale Road, Liverpool L4 3RL

DEPUTY HEADTEACHER GROUP 4
£6850 - £7337
Required for Summer Term.
Forms available from the Headteacher returnable to Father P. Rowan, St. Francis de Sales Presbytery, Hale Road, Liverpool L4 3RL by 18th January, 1982.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex or marital status. (3332)f 110010

NORFOLK

DEPUTY HEAD
Required April 1982
DEREHAM CHURCH V.A. MIDDLE SCHOOL
(Group 5; 8 - 12 age range)
A new 8 - 12 Church Primary-Aided School, candidates practising members of the Church of England.
Application forms and further details from the Director of Education, **EDUCATION OFFICE, COUNTY HALL, NORWICH NR1 2DL** on receipt of stamped addressed foolscap envelope.
Closing date for applications - 22nd January. (3305)f 110012

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
CHARLES DICKENS (AIDED) R.C. PRIMARY SCHOOL
Allotment Road, Codnesad M20 0JD
Number on roll 230
Required for Easter 1982
Deputy Head Teacher (Group 5)
Please send for application forms and further details to the Chief Education Officer, Education Offices, Bexley Square, Salford M3 6DB, to whom completed applications should be returned within 14 days of the appearance of this advertisement. (3336)f

MIDDLE SCHOOL HEADSHIPS
continued

HAMPSHIRE

BLACKFIELD COUNTY MIDDLE SCHOOL
Hampton Lane, Blackfield, Southampton.
HEADTEACHER Group 6 School
Required April 1983 (may scale currently £11022 - £12126 p.a.)
Full details and application form from Area Education Officer, Cannon Street, Southampton (Tel. Lymington 77911). Closing date 29 January 1983.
Re-advertisement, previous applicants need not reapply without further application. (331592) 130010

STAFFORDSHIRE

EDUCATION COMMITTEE
INVERSCROFT C.E. (C) MIDDLE SCHOOL
Beaudesert Road, Leicester, Nr. Uttoxeter, ST14 5JR
Re-Advertisement
Required for Easter, 1983 a **HEADTEACHER** (Group 6) for this Middle School which is one of three in the Uttoxeter area. Present roll 372. While the school is currently 9-13 it is envisaged that it will leave into Group 6 on Tripartite Reviews.
Application forms obtainable (from and returnable to Education Officer (Staffing), County Education Offices, Riverside, Stafford, ST16 2LG (s.a.e.).
Previous applicants will be considered and need not reapply.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (329257)

WARWICKSHIRE

ST. MARK'S C.E. (CONTROLLED) MIDDLE SCHOOL
Bowmoore Road, Bilton, Rugby. CV22 7QH.
Appointment of Head
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 4 school (1982 roll 230) to take effect from 4th April 1982, if possible.
Application form and further details may be obtained from the Secretary to the Governors, Mrs. J. Hall, 2 Bowmoore Road, Bilton, Rugby. CV22 7QH.

Deputy Headships
Second Masters/ Mistresses

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
CHRIST THE KING MIDDLE SCHOOL
Shirley Street, Newport Pagnell, Milton Keynes
Group 4
Required for April 1983, an enthusiastic, well qualified and experienced teacher for the post of Deputy Head at this well established 9-13 (rising 9-14 from September 1983) Middle School (8 to 13 years). Candidates should have an active Christian faith and interests which they can offer.
Assistance will be given with removal expenses and rented housing may be available for a limited period. Cars and there is a wide range of housing to suit the taste.
Application form and further details available from the Education Officer, Milton Keynes Divisional Education Office, Aylesbury Vale House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NW on receipt of a stamped addressed foolscap envelope. (329613) 130012

Remedial Posts

Scale 2 Posts and above

ESSEX

SURREY COUNTY COUNCIL

★ Fringe Area London Allowance £213 p.a. Throughout the County
★ Generous relocation expenses in approved cases.
★ Temporary housing may be available.
★ Complete "Surrey Vacancy List" available on request (s.a.e. please)

HEADSHIPS

WEYBRIDGE C/E (VOLUNTARY CONTROLLED) MIDDLE
Head Teacher required September 1982 for this Group 6/4 Middle School for pupils aged 9–12 years. Estimated N.O.R. (January 1982) 230.
Salary scale (Group 5) £10,296 – £11,388 p.a.; (Group 4) £9,501 – £10,590 p.a.

WHYTELEAFE COUNTY FIRST and MIDDLE
Head Teacher required September 1982 for this Group 6 First and Middle School for pupils aged 5–12 years. Estimated N.O.R. (January 1982) 340
Salary scale £11,022 – £12,129 p.a.

AUDLEY COUNTY FIRST, CATERHAM.
Head Teacher required September 1982 for this modern, purpose-built, Group 3 First School for pupils aged 5–8 years. Estimated N.O.R. (January 1982) 125.
Salary scale £8,940 – £9,864 p.a.
Re-advertisement. Previous candidates who wish to be considered should re-submit their application.

Application forms and further details for the above appointments available (s.a.e. please) from County Education Officer (TP/PER), County Hall, Kingston-upon-Thames, Surrey. Completed applications should be returned not later than 22 January 1982. ... 133-18

EALING

LONDON BOROUGH OF EALING EDUCATION SERVICE
WOOD END MIDDLE SCHOOL
Wood End Way, Northolt, Middlesex
Required for April, or earlier if possible, an experienced junior Middle School teacher to take charge of Remedial Education classes.
This teacher will be expected to advise colleagues on the type of work appropriate for pupils in lanine remedial groups, as well as taking small withdrawal groups.
London Weighting £753.
Relocation expenses may be payable.
Application forms (to A/S) from Headteacher: Mr. B. M. Clasby, B.A.
Tel: 01-764 9765
Age Range 9 – 13 years
No on roll: 533
Required from February, 1982, a peripatetic Music teacher, to cover for maternity leave in the first instance, in this 5 form entry 9 - 13 middle school.
London Allowance £759
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: As soon as possible. (331388) 133822

Pastoral

Heads of Department

HERTFORDSHIRE

COUNTY COUNCIL
TRECURE CHURCH OF ENGLAND (AIDED) MIDDLE SCHOOL
Durrants Lane, Berkhamsted HP4 2QT
Required Head of MATHEMATICS to co-ordinate the teaching of the subject throughout a school which has its own RML 380Z computer.
See under Middle Mathematics
Head of Department. (332432) 134018

SUFFOLK

HAVERHILL MIDDLE SCHOOL
Harrison Lane, Haverhill, (Roll 413)
Required for April 1983, Head of YEAR (scale 3). Successful candidate will be required to take remedial groups through Maths with groups of older children, and R.E. with classes in years 3 - 4.
Application forms and further details available from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned by 18th January. (332633) 134018

Technical Studies

Scale 2 Posts and above

BEDFORDSHIRE

NORTHERN AREA
ST. JOSEPH'S R.C. MIDDLE SCHOOL
175, Dunstable Road, Bedford.
Headmistress: Miss J M A Sullivan
Telephone: Bedford 53858
Required for Easter or September 1982, a teacher for Design Technology and Social Science. A Grade B allowance is available for a suitable candidate.
Application forms and further details available from the Headmistress (SAE please). (332716) 135430

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
WOODLANDS MIDDLE SCHOOL
Sleapshyt Road, Flitwick, Beds
Headteacher: Mr. A. Ryland
Telephone: Flitwick 3760
Required for April 1983 or as soon as possible, a teacher of Geography and Science for the purpose built middle school (9-13).
Application forms and further details from the Headteacher's SAE please. (332775) 135414

Other than by Subject Classification

Scale 2 Posts and above

EALING

LONDON BOROUGH OF EALING EDUCATION SERVICES
GIFFORD MIDDLE SCHOOL
Greenhill Gardens Northolt, London UB5 6BU
Required for April 1983, and as near thereafter as is feasible, a fourth year class (11 - 12 year olds) with particular interest in P.E. and Boys' Games.
Scale 2 salary for suitable applicant.
Also required for April 1982, an experienced teacher for a 1st year class (11 - 12 year olds) to take responsibility for English/Language. The successful applicant will be required to take a salary for suitable applicant.
Extra London Weighting £753.
Application forms from Head (SAE to be returned by 22 January 1982). (332631) 135029

BUCKINGHAMSHIRE

COUNTY COUNCIL
HAZELMERE MIDDLE COUNTY MIDDLE SCHOOL
Hazelmere Road, Aylesbury
Head Teacher: E. L. Hardie
Roll: 336
Teacher with responsibility for the education of Physically Handicapped Children Scale 3.
Special Responsibility Allowance of staff with responsibility for education of physically handicapped children at Hazelmere Middle School. Applications are invited from suitably qualified teachers with physical or remedial education experience. Interviews will be held shortly.
Assistance with removal expenses is given in approved cases.
Application forms further particulars and job description (s.a.e.) from the Headmaster, to be returned by 15 January 1982. (332667) 135010

LEICESTERSHIRE

GARTREE HIGH SCHOOL
Coombe Rise, Oadby, Leicester
In the Leicestershire plan for the organisation of secondary education High 10 - 14; Roll 630
FIRST YEAR TUTOR - Scale 2
Required April, first year (10+) tutor, to prepare for entry of pupils to the school in August 1982. Applicants must have current or very recent experience of this age group.
Further details from the Head. Apply immediately (no forms) with full curriculum vitae and names and addresses of two referees (SAE). (332504) 135020

Scale 1 Posts

HARROW

EDUCATION COMMITTEE
VAUGHAN MIDDLE SCHOOL
Vaughan Road, West Harrow, Middlesex
Tel: 01-422 1292
Required from 1st February, 1982 to cover maternity leave of the present incumbent.
Qualified teacher for a class of fourth year pupils (14 - 15 year olds).
Ability to teach General Science, with the addition of Home Economics an advantage.
It is expected that interviews will take place late January.
Application forms from and to be returned to Headteacher by 18th January. Please enclose stamped addressed envelope. (332653) 125622

Secondary Education

Headships

BOLTON

METROPOLITAN BOROUGH OF BOLTON
The following schools which will be reorganised as comprehensive schools in 1983:
1) Head Teacher, Group 12, Deane School, estimated roll 1015.
2) Head Teacher, Group 10, Harper Green School, estimated roll 1010.
Application forms and further particulars available from the Director of Education, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned by 18th January, 1982. (330512) 134010

DEVON

Please see displayed advertisement on page 43 (33453) 130010

DORSET

HARDYE'S SCHOOL
Dorchester
HEADSHIP GROUP 11
1 September 1982
Applications are invited for the Headship of this Group 11 Voluntary Aided all ability school for boys between the ages of 13 - 18 with effect from 1 September 1982. The school has 810 on roll with a Sixth Form of 210 and 90 Boarders.
Further particulars and application forms from Clerk to the Governors at school. (use phone). Closing date 29 January 1982. (330510) 130010

DORSET

HARDYE'S SCHOOL
Dorchester
DEPUTY HEADSHIP GROUP 11
1 September 1982
Applications are invited for the Headship of this Group 11 Voluntary Aided all ability school for boys between the ages of 13 - 18 with effect from 1 September 1982. The school has 810 on roll with a Sixth Form of 210 and 90 Boarders.
Further particulars and application forms from Clerk to the Governors at school. (use phone). Closing date 29 January 1982. (330510) 130010

HERTFORDSHIRE

COUNTY COUNCIL
Durrants School, Manor Way, Chorleywood, Rickmansworth
Founded 1875
A suitably qualified and experienced person will be appointed as Head of Domestic Science (Group 4) (allowance £213) for April or September 1982. The school was re-organised with effect from 1978 as a five form entry, 11 - 16 mixed comprehensive school has developed appropriate courses for all of the pupils, with University entrance to Remedial. A large and successful sixth form offers one and two year courses. The school is equipped with computer aid on a roll of 880. The School has excellent facilities and is in a pleasant rural setting.
Application form and further details from the Divisional Education Officer, Little Cassiobury, 37 Hempstead Road, Watford WD1 3EY to be returned by 29th January 1982. (6.A.S.) (330583) 130010

LIVERPOOL

WEST DERBY COMPREHENSIVE SCHOOL (BOYS)
Quarry Road, Liverpool, L13 7DP

HEADTEACHER GROUP 11
A.S.B.P.A. £4585 (19) + £465 = £5,050
Required for January Term, or as soon as possible thereafter.
Application forms (Forms T.A.) available from the Director of Education, 3 Sir Thomas Street, Liverpool L2 6BJ, for 15th January 1982. (330549) 130010

The City Council is an Equal Opportunities Employer and welcomes applications from suitably qualified persons, irrespective of sex, race or marital status.

NORTH YORKSHIRE

COUNTY COUNCIL
RYEDALE COMPREHENSIVE
(11 - 18 Co-educational)
Pickering, North Yorkshire
1,120 pupils; Sixth Form 110
Required for September 1982
HEAD OF DEPARTMENT (Group 4) (Ref. 408)
Applications are invited for the post of Head of Department of Mathematics, to lead a team of 6 teachers, to play a full part in the life of a 5 form entry 11 - 18 comprehensive school with a Sixth Form of 110 and 1,120 pupils.
Applicants should be graduates with a sound knowledge of the subject throughout the school, which has its own RML 380Z Computer. Scale 2 post, but scale 3 appointment available for a person able also to assume responsibility as a Year Leader.
Applicants should be committed Christians, keen to play a full part in the life of a Church School.
Contact the Headmaster (Berkhamsted 6846) for full details and application forms, which should be returned to him as soon as possible. Previous applicants for this post will automatically be reconsidered. (330924) 133-18

OXFORDSHIRE

COUNTY COUNCIL
CHILTERN EDGE SCHOOL
Sonning Common, Reading, RG4 9SR
Tel: Reading 723422
Required for April 1982 or as soon as possible thereafter, a teacher of Mathematics to co-ordinate the teaching of the subject throughout a school which has its own RML 380Z computer.
See under Middle Mathematics
Head of Department. (332432) 134018

SUFFOLK

HAVERHILL MIDDLE SCHOOL
Harrison Lane, Haverhill, (Roll 413)
Required for April 1983, Head of YEAR (scale 3). Successful candidate will be required to take remedial groups through Maths with groups of older children, and R.E. with classes in years 3 - 4.
Application forms and further details available from the Headteacher at the school concerned (s.a.e. please) to whom they should be returned by 18th January 1982. (332633) 134018

BUCKINGHAMSHIRE

COUNTY COUNCIL
HAZELMERE MIDDLE COUNTY MIDDLE SCHOOL
Hazelmere Road, Aylesbury
Head Teacher: E. L. Hardie
Roll: 336
Teacher with responsibility for the education of Physically Handicapped Children Scale 3.
Special Responsibility Allowance of staff with responsibility for education of physically handicapped children at Hazelmere Middle School. Applications are invited from suitably qualified teachers with physical or remedial education experience. Interviews will be held shortly.
Assistance with removal expenses is given in approved cases.
Application forms further particulars and job description (s.a.e. from the Headmaster, to be returned by 15 January 1982. (332667) 135010

SOLIHULL

EDUCATION COMMITTEE
HEARTH OF ENGLAND SCHOOL
Gipsy Lane, Balsall Common, near Coventry, West Midlands
Applications are invited from suitably qualified teachers for this appointment tenable from 1st September 1982. The Heart of England School is an established 11 - 18 mixed comprehensive school (n.o.r. 1050 in January 1982) in which 11 - 16 pupils are organised in dominantly mixed-ability groups (between setting and Mixed Ability). Closing date - 29th January, 1982.
Application forms and further details from the Director of Education, P.O. Box 26, Council House, Solihull, West Midlands B91 3QU. Please enclose s.a.e. (332501) 136010

WEST YORKSHIRE

HULNECK GIRLS' SCHOOL
Bradford Road, Wyke, BRADFORD, West Yorkshire
(Established 1753)
The Governors invite applications for the post of HEAD of the above School which will become vacant on the 31st of August, 1982.
The School is an Independent Boarding and Day School for 470 pupils with an age range of 4 - 18, and comprising a Kindergarten, Junior Department and Main School, providing tuition leading to University entrance.
The foundation is Protestant and pupils are admitted to members of a Christian Church and in full sympathy with the aims and traditions of the School. The School is a member of the G.S.B.A.
Applicants should be graduates of a University in the United Kingdom and have had considerable experience in Independent or State Schools.
Private residential accommodation for the Head is provided in the School. Salary is in accordance with the Burnham Scale - Group 10 (Government Superannuation).
Further details and Forms of Application may be obtained from the Chairman of the Board of Governors, Mr. Michael Charles House, 5 Muswell Hill, London. N10 3TJ. Application should be made no later than Thursday the 31st of January. (330547) 130010

Deputy Headships
Second Masters/ Mistresses

DORSET

CASTLEFIELD SCHOOL
Queen's Avenue, Dorchester
Required for September 1982 Deputy Head Teacher (Group 10) Castlefield to be an ability school catering for girls between the ages of 11 - 16.
Application forms and further particulars from Headmistress at the school to whom they should be returned by January 22nd 1982 (s.a.e. please). (332290) 130012

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
STANTONBURY MIDDLE SCHOOL
Bradwell Road, Bradwell Village, Milton Keynes MK13 9AP
Required for April 1983 a Deputy Head (Group 6) to assist the Headteacher in the management of this 9 - 13 Middle School which is one of three in the Milton Keynes area. Present roll 372. While the school is currently 9 - 13 it is envisaged that it will leave into Group 6 on Tripartite Reviews.
Applications obtainable (from and returnable to Education Officer (Staffing), County Education Offices, Riverside, Stafford, ST16 2LG (s.a.e.).
Previous applicants will be considered and need not reapply.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (329257)

WARWICKSHIRE

ST. MARK'S C.E. (CONTROLLED) MIDDLE SCHOOL
Bowmoore Road, Bilton, Rugby. CV22 7QH.
Appointment of Head
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 4 school (1982 roll 230) to take effect from 4th April 1982, if possible.
Application form and further details may be obtained from the Secretary to the Governors, Mrs. J. Hall, 2 Bowmoore Road, Bilton, Rugby. CV22 7QH.

Deputy Headships
Second Masters/ Mistresses

BUCKINGHAMSHIRE

MILTON KEYNES DIVISION
CHRIST THE KING MIDDLE SCHOOL
Shirley Street, Newport Pagnell, Milton Keynes
Group 4
Required for April 1983, an enthusiastic, well qualified and experienced teacher for the post of Deputy Head at this well established 9-13 (rising 9-14 from September 1983) Middle School (8 to 13 years). Candidates should have an active Christian faith and interests which they can offer.
Assistance will be given with removal expenses and rented housing may be available for a limited period. Cars and there is a wide range of housing to suit the taste.
Application form and further details available from the Education Officer, Milton Keynes Divisional Education Office, Aylesbury Vale House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NW on receipt of a stamped addressed foolscap envelope. (329613) 130012

Remedial Posts

Scale 2 Posts and above

ESSEX

SURREY COUNTY COUNCIL

★ Fringe Area London Allowance £213 p.a. Throughout the County
★ Generous relocation expenses in approved cases.
★ Temporary housing may be available.
★ Complete "Surrey Vacancy List" available on request (s.a.e. please)

HEADSHIPS

WEYBRIDGE C/E (VOLUNTARY CONTROLLED) MIDDLE
Head Teacher required September 1982 for this Group 6/4 Middle School for pupils aged 9–12 years. Estimated N.O.R. (January 1982) 230.
Salary scale (Group 5) £10,296 – £11,388 p.a.; (Group 4) £9,501 – £10,590 p.a.

WHYTELEAFE COUNTY FIRST and MIDDLE
Head Teacher required September 1982 for this Group 6 First and Middle School for pupils aged 5–12 years. Estimated N.O.R. (January 1982) 340
Salary scale £11,022 – £12,129 p.a.

AUDLEY COUNTY FIRST, CATERHAM.
Head Teacher required September 1982 for this modern, purpose-built, Group 3 First School for pupils aged 5–8 years. Estimated N.O.R. (January 1982) 125.
Salary scale £8,940 – £9,864 p.a.
Re-advertisement. Previous candidates who wish to be considered should re-submit their application.

Application forms and further details for the above appointments available (s.a.e. please) from County Education Officer (TP/PER), County Hall, Kingston-upon-Thames, Surrey. Completed applications should be returned not later than 22 January 1982. ... 133-18

EALING

LONDON BOROUGH OF EALING EDUCATION SERVICES
GIFFORD MIDDLE SCHOOL
Greenhill Gardens Northolt, London UB5 6BU
Required for April 1983, and as near thereafter as is feasible, a fourth year class (11 - 12 year olds) with particular interest in P.E. and Boys' Games.
Scale 2 salary for suitable applicant.
Also required for April 1982, an experienced teacher for a 1st year class (11 - 12 year olds) to take responsibility for English/Language. The successful applicant will be required to take a salary for suitable applicant.
Extra London Weighting £753.
Application forms from Head (SAE to be returned by 22 January 1982). (332631) 135029

BUCKINGHAMSHIRE

COUNTY COUNCIL
HAZELMERE MIDDLE COUNTY MIDDLE SCHOOL
Hazelmere Road, Aylesbury
Head Teacher: E. L. Hardie
Roll: 336
Teacher with responsibility for the education of Physically Handicapped Children Scale 3.
Special Responsibility Allowance of staff with responsibility for education of physically handicapped children at Hazelmere Middle School. Applications are invited from suitably qualified teachers with physical or remedial education experience. Interviews will be held shortly.
Assistance with removal expenses is given in approved cases.
Application forms further particulars and job description (s.a.e. from the Headmaster, to be returned by 15 January 1982. (332667) 135010

LEICESTERSHIRE

GARTREE HIGH SCHOOL
Coombe Rise, Oadby, Leicester
In the Leicestershire plan for the organisation of secondary education High 10 - 14; Roll 630
FIRST YEAR TUTOR - Scale 2
Required April, first year (10+) tutor, to prepare for entry of pupils to the school in August 1982. Applicants must have current or very recent experience of this age group.
Further details from the Head. Apply immediately (no forms) with full curriculum vitae and names and addresses of two referees (SAE). (332504) 135020

Scale 1 Posts

HARROW

EDUCATION COMMITTEE
VAUGHAN MIDDLE SCHOOL
Vaughan Road, West Harrow, Middlesex
Tel: 01-422 1292
Required from 1st February, 1982 to cover maternity leave of the present incumbent.
Qualified teacher for a class of fourth year pupils (14 - 15 year olds).
Ability to teach General Science, with the addition of Home Economics an advantage.
It is expected that interviews will take place late January.
Application forms from and to be returned to Headteacher by 18th January. Please enclose stamped addressed envelope. (332653) 125622

Secondary Education

Headships

BOLTON

METROPOLITAN BOROUGH OF BOLTON
The following schools which will be reorganised as comprehensive schools in 1983:
1) Head Teacher, Group 12, Deane School, estimated roll 1015.
2) Head Teacher, Group 10, Harper Green School, estimated roll 1010.
Application forms and further particulars available from Director of Education, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned by 18th January, 1982. (330512) 134010

DEVON

Please see displayed advertisement on page 43 (33453) 130010

DORSET

HARDYE'S SCHOOL
Dorchester
HEADSHIP GROUP 11
1 September 1982
Applications are invited for the Headship of this Group 11 Voluntary Aided all ability school for boys between the ages of 13 - 18 with effect from 1 September 1982. The school has 810 on roll with a Sixth Form of 210 and 90 Boarders.
Further particulars and application forms from Clerk to the Governors at school. (use phone). Closing date 29 January 1982. (330510) 130010

DORSET

HARDYE'S SCHOOL
Dorchester
DEPUTY HEADSHIP GROUP 11
1 September 1982
Applications are invited for the Headship of this Group 11 Voluntary Aided all ability school for boys between the ages of 13 - 18 with effect from 1 September 1982. The school has 810 on roll with a Sixth Form of 210 and 90 Boarders.
Further particulars and application forms from Clerk to the Governors at school. (use phone). Closing date 29 January 1982. (330510) 130010

HERTFORDSHIRE

COUNTY COUNCIL
Durrants School, Manor Way, Chorleywood, Rickmansworth
Founded 1875
A suitably qualified and experienced person will be appointed as Head of Domestic Science (Group 4) (allowance £213) for April or September 1982. The school was re-organised with effect from 1978 as a five form entry, 11 - 16 mixed comprehensive school has developed appropriate courses for all of the pupils, with University entrance to Remedial. A large and successful sixth form offers one and two year courses. The school is equipped with computer aid on a roll of 880. The School has excellent facilities and is in a pleasant rural setting.
Application form and further details from the Divisional Education Officer, Little Cassiobury, 37 Hempstead Road, Watford WD1 3EY to be returned by 29th January 1982. (6.A.S.) (330583) 130010

LIVERPOOL

WEST DERBY COMPREHENSIVE SCHOOL (BOYS)
Quarry Road, Liverpool, L13 7DP

HEADTEACHER GROUP 11
A.S.B.P.A. £4585 (19) + £465 = £5,050
Required for January Term, or as soon as possible thereafter.
Application forms (Forms T.A.) available from the Director of Education, 3 Sir Thomas Street, Liverpool L2 6BJ, for 15th January 1982. (330549) 130010

The City Council is an Equal Opportunities Employer and welcomes applications from suitably qualified persons, irrespective of sex, race or marital status.

NORTH YORKSHIRE

COUNTY COUNCIL
RYEDALE COMPREHENSIVE
(11 - 18 Co-educational)
Pickering, North Yorkshire
1,120 pupils; Sixth Form 110
Required for September 1982
HEAD OF DEPARTMENT (Group 4) (Ref. 408)
Applications are invited for the post of Head of Department of Mathematics, to lead a team of 6 teachers, to play a full part in the life of a 5 form entry 11 - 18 comprehensive school with a Sixth Form of 110 and 1,120 pupils.
Applicants should be graduates with a sound knowledge of the subject throughout the school, which has its own RML 380Z Computer. Scale 2 post, but scale 3 appointment available for a person able also to assume responsibility as a Year Leader.
Applicants should be committed Christians, keen to play a full part in the life of a Church School.
Contact the Headmaster (Berkhamsted 6846) for full details and application forms, which should be returned to him as soon as possible. Previous applicants for this post will automatically be reconsidered. (330924) 133-18

NORFOLK
Required for April or September, 1982:–
HEAD
CAISTER HIGH SCHOOL
(Group 9; 620 pupils (aged 12 to 16) on roll)
This school was reorganized as an All-Ability High School in September, 1979.
Further details and application forms may be obtained from the County Education Officer, County Hall, Norwich NR1 2DL, on receipt of a stamped addressed foolscap envelope. Completed forms should be returned not later than 22nd January, 1982.

Canons High School
Shaldon Road
Edgware, Middlesex
Tel No. 01-952 1614
Headteacher Group II
Applications are invited for this post which will become vacant in September 1982 upon the retirement of the present Headteacher.
The School has a roll of approximately 840 boys and girls aged 12–16 years and is situated in an established residential area.
Application forms and further details are obtainable from and should be returned to the Controller of Education Services (Schools) P.O. Box 22, Civic Centre, Station Road, Harrow, HA1 2UW.
The closing date for receipt of applications is 19th January 1982.
Please enclose stamped addressed envelope.
Harrow Education

DEPUTY HEADTEACHER
GROUP 10
£10,977+£282(2)+£276+£273=£12,090
Archbishop Blanch School
Bafton Park Road, Liverpool L8
The Governors wish to appoint another Deputy Headteacher for this Anglican Secondary School for Girls. Required for Summer Term.
Forms available from (SAE) and returnable to Canon O. J. Yardell, Church House, 1 Hanover Street, Liverpool L1 3DW quoting ref. P & M 1106(b) by 18th January, 1982.

DEPUTY HEADTEACHER
GROUP 6
£8,784+£273+£267+£270+£252=£9,846
English Martyres RC Secondary SP School (Boys) Fountains Road, Liverpool L4 1BT
Required for Summer Term.
Forms available from (SAE) the Headteacher to be returned to Father P. Breen c/o St. Francis de Sales Presbytery, Hale Road, Liverpool 4 quoting ref. P & M 1124 (b) by 18th January, 1982.

DEPUTY HEADTEACHER
GROUP 8
£9,763+£270(2)+£276+£273=£10,842
St. Bonaventures RC Secondary School (Mixed) Cedar Road, Liverpool L9 8AF
Required for Summer Term
Forms available from (SAE) the Headteacher to be returned to Father Sally c/o Blessed Sacrament Presbytery, 9 Park Vale Road, Liverpool L9 2DG quoting ref. P & M 1068(b) by 18th January, 1982.
CITY OF Liverpool
The City Council is an Equal Employer and welcomes applications irrespective of race, sex or marital status.

Leicestershire
EARL SHILTON COMMUNITY COLLEGE
Heath Lane, Earl Shilton, Leicester LE9 7PD
VICE PRINCIPAL
Required from 1st May, 1982 a Vice-Principal for this Community College based on a 14–16 Upper School of 750 students. Each Vice-Principal is responsible for contributing to all aspects of the college's work – curricular, extra-curricular, pastoral and community. Applications from people with good community experience willing and able to share in the wider role of the team particularly welcome.
Salary: Burnham Deputy Head Group II
Further details available from the Principal, Earl Shilton Community College, Heath Lane, Leicester LE9 7PD to whom applications (no forms) should be sent giving the names and addresses of two referees within two weeks of the appearance of this advertisement.
EQUAL OPPORTUNITIES POLICY. Applications are welcome from suitably qualified and/or experienced people regardless of race, disability, sex or marital status.

SURREY COUNTY COUNCIL
* FRINGE AREA LONDON ALLOWANCE £213 p.a. THROUGHOUT THE COUNTY
* Generous Relocation Expenses in approved cases
* Assistance with Temporary Housing may be available
* Complete 'Surrey Vacancy List' available on request (see please)
First Deputy Head Teacher
COLLINGWOOD SCHOOL, Camberley
FIRST DEPUTY HEAD TEACHER required from the Summer Term 1982 for this Group 13/14 Mixed Secondary School for pupils aged 12–18 years. Actual N.O.R. (Sept. '81) 1664.
Salary Scale (Group 13) £12,567 – £13,689 p.a.; (Group 14) £13,140 – £14,271 p.a.
Application form and further details available (see please) from Area Education Officer, 'Lismore', 9 Heathside Road, Woking, Surrey.
Closing date: 20 January 1982.

SECONDARY DEPUTY HEADSHIPS
continued

DYFED

EDUCATION AUTHORITY
GLANMOR COMPREHENSIVE SCHOOL
Burry Port, Dyfed
DEPUTY HEADTEACHER (GROUP 6)
Required as soon as possible.
Applications are invited from experienced teachers for the Deputy Headship of this developing 11 - 18 mixed comprehensive School of 730 pupils. It will have the first comprehensive sixth form in September 1982.
In addition to having a major role in the administration of the school and teaching duties, the Deputy Headteacher will also be expected to provide leadership in curricular and pastoral matters.
Application forms and further particulars are available from the Area Education Officer, 17 Goring Road, Llanelli, to whom completed forms should be returned by not later than 15th January, 1982.
W. J. PHILLIPS, Director of Education, Education Department, Dyfed, (SA31) 1JU. 130019

HAMPSHIRE

WAKEFORD COMMUNITY SCHOOL
Waterlooville Way, Havant, PO9 8JY
(11 - 18 mixed comprehensive) 938 on roll
Required Summer Term 1982, **DEPUTY HEAD** (curriculum and pastoral) to share responsibility in closely collaborating team of three Deputy Heads. Group 13 (DPA (readvertisement - previous applicants need not apply).
Letter to Headteacher Mr. J. Lee, Mrs. Manning (curriculum vitae, names of 2 referees, interests, e.t.c. application forms available).
Closing date: 21.1.82. 130018

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
SHERARDES SCHOOL
Park Lane, Sawbridgeworth, CM21 9AB
(11 - 18 mixed comprehensive 603 pupils on roll - Mixed: Group 10)
SECOND MASTER/MISTRESS
Deputy Head Group Eleven (subject to the result of the 1983 triennial review)
Required September 1982 a well qualified and experienced teacher to be second master/mistress of this multi-cultural school. To be responsible for the pastoral care of the girls in the school.
London Allowance £759 plus Social Priority Allowance.
Application forms and particulars available from the Director of Education. Completed forms should be returned by 15th January 1982 to:
The Director of Education, Education Offices, Broadway, Hertford, London SG13 4BH. 130019

SURREY

EDUCATION COMMITTEE
WOODCOTE COUNTY SECONDARY SCHOOL
(13 - 18 Mixed Comp. NOR 850)
Head of Lower School, SENIOR TEACHER scale required Easter 1982. To be in charge of pastoral care and general welfare of pupils aged 12 - 14 years. One of two key posts. Please state teaching subjects.
Apply to Head Tel: Farnham 722059. (332453) 130013

HUMBERSIDE

EDUCATION COMMITTEE
SCUNTHORPE DIVISION
FOXHILLS COMPREHENSIVE SCHOOL
Foxhills Road, Scunthorpe
Head Teacher: C. Buck
No on Roll: 1050
Group 10
RE-ADVERTISEMENT
SECOND MASTER/MISTRESS
Required for April or September, 1982 at this well established (11 - 18 mixed comprehensive School of about 1,000 pupils (part 16 plus) situated in a pleasant setting within easy reach of the Moors. The vacancy occurs on the retirement of the holder.
Send sae for application form to the Director of Education, County Hall, Middleton Road, Beverley, HU17 8BA (forms returnable to him by 22nd January. (330699) 130018

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
YSGOL BRO DDYFI
Machynlleth, Powys.
(Cyfnio/Comprehensive 11 - 18)
Yn sgîl ymddeoliad Mr. Brian Griffiths, Machynlleth, rhaid iddo/ddi gael ei benodi erbyn 1 Awst, 1982.
Hyfforddi cais a manylion pellach i'w cael gan/gyda'r Pennaeth neu'r Swyddog Addysg Gyffredinol, Neuadd y Sir, Llandrindod, Powys, LD1 6AA.
Closing date: 22nd January 1982.
DIRPRWY BRIFATHRO/BRIFATHRAWES (GRWP 4)
Bydd yr ymgeiswyd llwyddiannus yn gyfrifol am faes neu feysydd penodol o'r cwricwlwm a bydd ganddo/ddi ddiddordeb arbennig yn y maes neu'r meysydd hynny.
Hyfforddi cais a manylion pellach i'w cael gan/gyda'r Pennaeth neu'r Swyddog Addysg Gyffredinol, Neuadd y Sir, Llandrindod, Powys, LD1 6AA.
Closing date: 22nd January 1982.

ISLE OF MAN

BOARD OF EDUCATION
RAMSEY GRAMMAR SCHOOL
Required from the beginning of the summer term, 1982, or as soon as possible thereafter, a second Modern Languages Graduate to join the School. This vacancy occurs because of promotion to a Headship.
Further and further details are obtainable from the Headmaster, Ramsey Grammar School, Ramsey, Isle of Man, to whom completed application forms are to be returned not later than 1st FEBRUARY, 1982. (332841) 130013

HERTFORDSHIRE

COUNTY COUNCIL
EAST HERTS DIVISION
SHERARDES SCHOOL
Park Lane, Sawbridgeworth, CM21 9AB
(11 - 18 Mixed Comprehensive 603 pupils on roll - Mixed: Group 10)
SECOND MASTER/MISTRESS
Deputy Head Group Eleven (subject to the result of the 1983 triennial review)
Required September 1982 a well qualified and experienced teacher to be second master/mistress of this multi-cultural school. To be responsible for the pastoral care of the girls in the school.
London Allowance £759 plus Social Priority Allowance.
Application forms and particulars available from the Director of Education. Completed forms should be returned by 15th January 1982 to:
The Director of Education, Education Offices, Broadway, Hertford, London SG13 4BH. 130019

SURREY

EDUCATION COMMITTEE
WOODCOTE COUNTY SECONDARY SCHOOL
(13 - 18 Mixed Comp. NOR 850)
Head of Lower School, SENIOR TEACHER scale required Easter 1982. To be in charge of pastoral care and general welfare of pupils aged 12 - 14 years. One of two key posts. Please state teaching subjects.
Apply to Head Tel: Farnham 722059. (332453) 130013

NEWHAM

LONDON BOROUGH OF NEWHAM
LISTER SCHOOL
St. Mary's Road, London E13 9AS
Head Teacher: R.G.S. Glinn
Number on roll: 1,181
SECOND MASTER/MISTRESS
Deputy Head Group Eleven (subject to the result of the 1983 triennial review)
Required September 1982 a well qualified and experienced teacher to be second master/mistress of this multi-cultural school. To be responsible for the pastoral care of the girls in the school.
London Allowance £759 plus Social Priority Allowance.
Application forms and particulars available from the Director of Education. Completed forms should be returned by 15th January 1982 to:
The Director of Education, Education Offices, Broadway, Hertford, London SG13 4BH. 130019

SURREY

EDUCATION COMMITTEE
WOODCOTE COUNTY SECONDARY SCHOOL
(13 - 18 Mixed Comp. NOR 850)
Head of Lower School, SENIOR TEACHER scale required Easter 1982. To be in charge of pastoral care and general welfare of pupils aged 12 - 14 years. One of two key posts. Please state teaching subjects.
Apply to Head Tel: Farnham 722059. (332453) 130013

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
SADDLEWORTH SCHOOL
Uppermill, Oldham.
Required for September 1982, **FIRST DEPUTY HEAD** for this

SECONDARY ART & DESIGN
continued

DEVON
Please see displayed advertisement on page 43 (3343B) 133428

NORTH YORKSHIRE
COUNTY COUNCIL
LOWFIELD SECONDARY MODERN SCHOOL
Dijon Avenue, Acomb, York YO2 5DD
Telephone York 791674
Required from the beginning of the Summer Term 1982,
Specialist teacher of ART and CRAFT (Scale 1). The candidate should be able to teach all aspects of the subject throughout the ability range. A specialist room with excellent facilities is available and CSE courses are well-established.
Applications by letter, including curriculum vitae and the names and addresses of two referees should be sent to the Headmaster as soon as possible.
133122
(33878)

STAFFORDSHIRE
EDUCATION COMMITTEE
LONGTON HIGH SCHOOL
Hot Lane, Meir, Stoke on Trent ST3 5PR
Required for Easter, 1982 or earlier if possible, a well qualified SPECIALIST TEACHER OF ART (Scale 1) to join the Art/Craft Department. Ability to teach throughout the school and to 'O' and C.S.E. levels required. The person appointed will be expected to contribute to the department's general activities and to help develop and stimulate the visual education in the school.
Applications forms obtainable from and returnable to the Headmaster at the school (foolscap s.a.e. please). (3503G2) 132418

SOLIHULL
EDUCATION COMMITTEE
ALDERSBROOK SCHOOL
Blossomfield Road, Solihull, B91 1NH
Coeducational 11 - 16 School (number on roll 930)
Required for April, 1982: A well qualified teacher of English specially interested in the use of Audio-Visual Aids and Computers to be HEAD OF THE COMMUNICATIONS FACILITIES UNIT. The Faculty includes the Heads of the English and Library departments as well as Drama and Music.
This is a senior post within the academic structure of the school and the successful applicant will be a member of the management team.
A letter of application, naming two referees, should be sent to the Headmaster. (S3257) 132418

SOLIHULL
EDUCATION COMMITTEE
PARK HALL SCHOOL
Walter Orton Road, Castle Bromwich, Birmingham, B36 9HF
(1533 on roll. 197 in Sixth Form)
Required for September, 1982 a HEAD OF LANGUAGE FACULTY (Scale 4) to be experienced and well qualified teacher to be Head of ENGLISH Department and to coordinate and represent the interests of the Language Faculty as a whole, including the foreign language subject areas. The post requires enthusiasm and organisational ability and the successful candidate will be expected to make a positive contribution as a member of the senior management committee.
Further details and application forms (s.a.e.) obtainable from the Headmaster. (3353A3) 132418

TAMESIDE
METROPOLITAN BOROUGH
ST. DAMIANS R.C. HIGH (11-18)
ASHTON-UNDER-LYNE
Applications are invited from suitably qualified and experienced candidates for the post of:
HEAD OF ENGLISH
SCALE 4
Application available from the Director of Education, Staffing Department, Council Offices, Wellington Road, Ashton-under-Lyne. Closing date 9th January, 1982.
(3353) 132418

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
CORNELIA CHRISTI HIGH SCHOOL
Crooms Hill, London E11 2AR
Head Teacher: P.G. White.
SCALE 3 (£6,645 - £7,335)
REQUIRED FOR APRIL 1982
HEAD OF ENGLISH SCALE 3 required in this Catholic Comprehensive school for boys and girls. Extensive 6 form of entry, supported by a team of 4 staff, including two technical staff.
Application form and further details available from the Head Teacher or returnable to the Head at the address below. Closing date: 22nd January, 1982. (3346) 132418

Scale 2 Posts and above

AVON COUNTY
GORDANO SCHOOL
Pill, Bristol BS20 9QR
(11 - 18 Comprehensive School: Roll 1500: 265 in Sixth Form)
ENGLISH (scale 3 and above)
From the beginning of the Summer Term 1982, a teacher of ENGLISH is required to work jointly in the English department. Further details of responsibilities are available from the Headmaster.
Application should be by letter stating full curriculum vitae and the names of two referees.
133420

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
Education Department
THE ROBERTSHAW SCHOOL
Victoria Road, Ripponden
RE-ADVERTISEMENT
Required for January 1983, a well qualified experienced teacher as HEAD OF ENGLISH (Scale 3) in this well-established 11 - 16 comprehensive school. There will be opportunities for the successful candidate to teach throughout the school, including the Sixth Form.
Application forms and further details obtainable (on receipt of foolscap SAE) from the Headteacher to whom completed forms should be returned as soon as possible.
(Previous applicants will be reconsidered. (3315B) 133430

HILLINGDON
LONDON BOROUGH OF HILLINGDON
EVELYNS SCHOOL
Appletree Avenue, Yiewsley, West Drayton, Middx.
(number on roll - 910, 65 in Sixth Form)
Wanted for January 1983 an enthusiastic, experienced, graduate teacher to take up a second in English Department (Scale 3) and to share in the teaching of English throughout the age range, including 'A' level.
English in the first two years is part of an integrated Humanities course, and the school operates a Mode 3 CSE course. Interest in drama, English and a Willingness to participate in extra-curricular activities essential.
Please apply in the first instance by letter to the Head stating the names and addresses of two referees. London Allowance payable. (3338) 132420

LEICESTERSHIRE
NEWARKE SCHOOL
Imperial Avenue, Leicester
Roll 570
ENGLISH - Scale two
1.
Required April, teacher of English up to 'O' Level and C.S.E. with special responsibility for the Library and for 6th Year study skills programmes.
Further particulars from the Head. Apply immediately (no forms) with full curriculum vitae and names and addresses of two referees (SAE). (3358) 132490

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
ENEFO COMPREHENSIVE SCHOOL
Vernon Way, Sneyd Lane, Bloxwich
SECOND IN ENGLISH
(SCALE 3 - ADVERTISED)
Post available for Easter, 1982, to develop C.S.E. courses in this developing Comprehensive Community School entering its fourth year in purpose built accommodation.
Closing date 30th January, 1982.
Application should be made by letter to the Head Teacher of the school giving full details and addresses of two referees and enclosing a recent curriculum vitae. Local Authority is an equal opportunity employer. (3354) 133490

Scale 1 Posts

DEVON
Please see displayed advertisement on page 43 (3343) 133428

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESEND DIVISION
THE GORDON SCHOOL
Lower Higham Road, Chalk, Gravesend, Kent
Headmaster: D. H. Bridger, M.Ed., Ph.D.
Required from mid term January to end of Summer Term 1982, teacher of English, with some General Studies. Further details may be obtained from the Headteacher (telephone: Gravesend 60440).
Applications should be made in writing, giving details of qualifications, experience and names and addresses of two referees to the Headteacher at the above address. (3344) 132418

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD HIGHER EDUCATIONAL SERVICE
Southbury Road, Enfield, Middx EN1 3SD
Roll 1300
Required as soon as possible, teacher of ENGLISH to teach all abilities from 1st to 5th years, including examination classes. The large English Department consists of a very well qualified team of 'A' and 'O' level staff and Mode C.S.E. Boards. Conveyance allowance may be taken into consideration plus relocation costs, temporary housing and two homeless allowances.
Application forms (foolscap SAE) obtainable from the Head Teacher to be returned as soon as possible. (3358D) 132418

KIRKLEES
METROPOLITAN COUNCIL
EARLSHEATON HIGH SCHOOL
Carlinghow Lane, Batley, WF17 8EA
Dewsbury, W. Yorks. WF13 1LA
(REF: 1258)
Required for February 1982 during absence on Maternity Leave, two sessions of ENGLISH. Temporary teacher required across the age and ability range in Years 7 - 11. Experience in teaching towards and Work in examination classes. Training in C.S.E., 'O' level Syllabus B and 'A' level English would be an advantage.
Letters of application with curriculum vitae and names and addresses of two persons for reference to the Headteacher as soon as possible. (3335B) 132422

LEICESTERSHIRE
BIRSTALL LONGSLADE COLLEGE
Wanlip Lane, Birstall, Leicester
In the Leicestershire plan for the re-organisation of secondary education: (11 - 18 Upper: Roll 1100)
ENGLISH - Scale one Temporary
Required immediately, or as soon thereafter as possible to cover for a female member of staff on maternity leave, a graduate teacher of English with experience in Community Education and an ability to help with 'A' level.
Further particulars from the Head. Apply immediately (no forms) with full curriculum vitae and names and addresses of two referees (SAE). (3332) 132422

LONDON
JAMES ALLEN'S GIRLS' SCHOOL
East Dulwich Grove, SE22.
Required in the Autumn of April but otherwise in September, 1982 Graduates to share in teaching of English throughout the Senior School up to Advanced Level. Scholarship levels. Training and experience in Drama desirable.
Salary: James Allen's Girls' School Scale (i.e. Burnham 3(2)) with Inner London Addition (a Home Allowance may be considered for a suitably qualified and experienced candidate).
Apply, with testimonials and the names of two referees, to the Head Mistress. (3325B) 132422

SUFFOLK
DEBDEN HIGH SCHOOL
Garrison Lane, Felixstowe IP11 9EW
(11 - 18 mixed comprehensive, Roll 945)
TEACHER OF ENGLISH SCALE 1
Required April 1982 to teach to 'O' level. An interest in Library or Drama an advantage.
Application forms and further details available from Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible. 132424

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
EQUAL OPPORTUNITY EMPLOYER
The Borough is within easy reach of Central London and bordered by Epping Forest. London Addition to salary payable.
LAKE HOUSE (BOY) SCHOOL
Ramsey Road, London, E7 9SB
Head Teacher: Cyril Cushing
REQUIRED AS SOON AS POSSIBLE OR EARLY 1982
ENGLISH TEACHER SCALE 1 required in this Mixed Comprehensive school for pupils aged 11 - 16 (Roll 900) to join a very well established and organised department. Particular interest in Drama welcome. Experienced candidates for the Library also welcome.
Application form with full details of the post and conditions will be forwarded to all applicants on receipt of stamped addressed envelope from the Head Teacher, (closing date: 22nd January, 1982). (3325B) 132420

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WEST KIRBY GRAMMAR SCHOOL FOR GIRLS
Grehem Rossa, West Kirby, Wirral L48 5DP. Merseyside
(1260 girls)
Required from 1st May 1982 A GOOD HONOURS GRADUATE SCALE 1 POST.
To teach ENGLISH throughout the school, especially Drama (on term appointment).
Application, by letter please, including curriculum vitae and the names and addresses of two referees, to the Headmistress at the school, to be received before 31st January 1982. (3305) 132422

Geography

Heads of Department

BERKSHIRE
WINDSOR GIRL'S SCHOOL
Imperial Road, Windsor, SL4 3RT
Required for April, a well-qualified graduate teacher of Geography to be Head of Department. Scale 3. To share in the 6th year old Comprehensive Upper School. Lodging Allowance and removal expense in operation.
London Fringe Allowance. £313 p.a.
Application form and further details from the Headmistress at the school (foolscap s.a.e. please) closing date 22nd January, 1982. (3326B) 132418

SURREY
EDUCATION COMMITTEE
THE ARDS SCHOOL
(12-16)
Godalming
HEAD OF GEOGRAPHY Scale 3
required as soon as possible to reinforce department. Interest in taking part in Outdoor Education in the school.
Apply to the Head Teacher, Chertsey 64012. (3322) 132418

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL
WOLVERLEY HIGH SCHOOL
Wolverley, Kidderminster, Worcestershire, DY10 3XQ
Required for January, 1982, or as soon as possible thereafter, graduate teacher of GEOGRAPHY, Scale 1, to join a successful team in a popular 11 - 16 comprehensive school. The subject is popular and a high degree of academic success has been achieved. Ability to teach the subject to 'A' level is essential.
Application forms and further details can be obtained from the Head on receipt of a foolscap s.a.e. (3332G) 132422

History

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH OF BEXLEY
WELLING SCHOOL
Elsa Road, Welling, Kent DA16 3DA
Required for April 1982 for this all-ability 11 - 16 mixed comprehensive school:
A Historian to be in charge of the Department within the Humanities Faculty. The Faculty is a large one of 15 staff, three of whom are Historians. The post of Historian who can lead the team with responsibility for the C.S.E. and G.C.E. 'A' level. Assistance with removal expenses. Rent allowance can be considered.
Requests for application forms should be made to the Headmaster. (3320B) 132420

Home Economics

Heads of Department

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
RADCLYFFE SCHOOL
Shaw Road, Royton, Oldham.
Required for Easter 1982 at this (11 - 16) mixed comprehensive school of about 1100 pupils, SCALE 3 post for a graduate as HEAD OF HOME ECONOMICS Department with an interest in part of the Design Department.
Honours qualification preferred. Further particulars and application form to the Head at the school, returnable to him by 22nd January. (3341) 133018

Scale 2 Posts and above

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
RALPH GARDNER HIGH SCHOOL
Albion Road, West, North Shields, NE29 0JB
Headteacher: Mr N. MacLeod, B.A.
Required for 30th April, 1982 a SCALE 3 TEACHER OF HOME ECONOMICS with responsibility for the teaching of Homecraft and co-ordinating the use of the Department's Project Area.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned within fourteen days of the appearance of this advertisement. (3305B) 133000

Scale 1 Posts

HARROW
EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Peckham Avenue, South Harrow, Middx HA2 8PD
Tel. No. 01-864 7688
Required two terms from January 1982, a teacher to cover the absence of a member of staff. Teachers with the ability to teach Geography and Economics are invited to apply for this temporary post.
Apply by letter giving full details, direct to the Headmaster as soon as possible.
It is regret interviews will take place early February.
Application forms from and to be returned to Headteacher by 18th January. Please enclose stamped addressed envelope (3335B) 133000

KIRKLEES
METROPOLITAN COUNCIL
HOLMFIRTH HIGH SCHOOL
(1300 boys and girls: Sixth Form 190)
Station Road, Honley, Huddersfield HD7 2QJ
(REF: 529)
Required for 1 March 1982 at this 11 - 18 comprehensive school, teacher of GEOGRAPHY, SCALE 1 or 2 (DEPENDING ON DUTIES) across the whole ability range and in the Sixth Form at 'A' level. The ability to teach some Humanities subjects would be an advantage. The Home Economics Department is well equipped and modern building has recently been completed. Lodging allowance and maternity leave, and it could last until September 1982.
Please apply by letter to the Headmaster at the school, giving curriculum vitae, and the names and addresses of two referees. (3332T) 133000

Humanities

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
SIR FRANK MARKHAM SCHOOL
Hamilton Campus, Rainbow Drive, Leadenhall, Milton Keynes MK6 5ER
Head Teacher: A. K. Harrison BA
Number on Roll: 850
HUMANITIES Scale 3
Required September 1982.
Qualified teacher to join a team of 5 in the Humanities Faculty to teach pupils in the 5th Form one year into Assistant Head. Housing may be available in appropriate cases and there is a scheme of housing to buy in the area.
Application forms/further particulars available from the Head Teacher until 15th January, 1982.
Completed applications forms to be returned by 25th January, 1982. (3314J) 133000

BUCKINGHAMSHIRE
COUNTY COUNCIL
SIR FRANK MARKHAM SCHOOL
Hamilton Campus, Rainbow Drive, Leadenhall, Milton Keynes MK6 5ER
Head Teacher: A. K. Harrison BA
Number on Roll: 850
HUMANITIES Scale 3
Required September 1982.
This comprehensive opened in 1979 in new buildings (Present N.O.R. 850) will have a 6th Form of 240 by 1984. Formers within a few years. It has some 70 teachers under the leadership of a Headteacher and a team of 5 in the Humanities Faculty. The Faculty is now fully staffed and is looking for a teacher who can lead the team with responsibility for the C.S.E. and G.C.E. 'A' level. Other courses include statistics, economics and computer studies.
The school possesses two 3802 micro processors and is on line to two other computers.
Candidates must be capable of teaching to examination level and be able to give a positive lead in the computing field up to 'A' level.
Application forms available from the Headteacher at the school. (3327) 133418

DERBYSHIRE
EDUCATION COMMITTEE
LITTLEOVER SCHOOL
Pastures Hill, Derby DE3 7BD
11 - 18 Mixed Comprehensive, N.O.R. 1070. Sixth Form
Required from Easter, 1982.
Head of Mathematics Department (Scale 4).
Further particulars from the Headmaster (s.a.e. please). (3307B) 133418

HAMPSHIRE
FAREHAM PARK SCHOOL
Fareham, Hants PO15 5PA
(11 - 16 mixed Comprehensive - 1100 pupils)
Required April, 1982 - HEAD OF MATHEMATICS Department throughout responsibility for Computer Education.
Send s.a.e. to Head for details.
Closing date 26th January, 1982. (3260G) 133418

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
RAINHAM SCHOOL FOR GIRLS
Roll 1335
(11 - 16, 11 - 18 year Secondary School (Sixth Form 150+))
HEAD OF MATHEMATICS DEPARTMENT
Scale 3
Required for September, 1982 a graduate teacher for this Head of Department post to lead a strong department and develop existing courses.
The school has courses at C.S.E. 'O' and 'A' level (Statistics pure and applied mathematics). Computer studies is already well developed within the school.
Vacancy for retirement of present Head of Department. Excellent facilities on a very pleasant site.
Application form and further details available on receipt of a stamped addressed envelope from the Headteacher, Mrs. Rathbone, Rainham School for Girls, Derek Ave, Rainham (Kent). (3319W) 133418

SURREY
EDUCATION COMMITTEE
EPSOM COLLEGE
Epsom, Surrey KT17 4JQ
Required for September 1982 a graduate teacher of MATHEMATICS (Scale 3) for this 11 - 16, 6 form entry Comprehensive School.
Applications from graduates in Mathematics or Physics with a strong interest in Mathematics. Experience of teaching Mathematics to 'A' level and Computer Studies desirable.
Closing date: 22-1-82.
Application forms and further details obtainable by sending s.a.e. to the Headteacher, Mr. Bowden, Epsom College, Epsom, Surrey KT17 4JQ with full curriculum vitae and names of two referees.
133422

SUSSEX
COUNTY COUNCIL
THE GROVE SCHOOL
Grove Park, Eastbourne, East Sussex BN21 2TA
Leonarda-on-Sea. TN34 3JP
Required for September 1982 (N.O.R. 1429 on roll)
A Graduate Mathematics Teacher - Second in Mathematics Department. Responsibility allowance available in appropriate cases.
Application forms and further details from the Headmaster to be returned by 22nd January 1982. (3313B) 133420

ESSEX
THE PLUME SCHOOL
Tel: Maldon 84681
(Roll 1,000)
SECOND IN MATHEMATICS
SCALE 3 (£7,335)
Required April 1982, an experienced teacher to join the team in the Upper School (13 - 18) range. Computer Studies would be an advantage.
Application forms from the Headmaster in the first instance giving names and addresses of referees.

ST. MARK'S R.C. COMPREHENSIVE SCHOOL
Tolpits Road, Watford
Tel: Watford 39419
(Roll 750)
MATHEMATICS TEACHER.
SCALE 3
Required April
Required for April 1982 or earlier, a graduate teacher of Mathematics with a minimum of 'O' level and experience of teaching to 'A' level. Computer studies would be an advantage.
Application forms and further particulars from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (3330A) 133480

NORFOLK
ACLE HIGH SCHOOL
South Walsham Road, Acle Norwich, NR13 3ER
No on Roll 652 (11 - 16 mixed Comprehensive)
Required for April, 1982.
Scale 2 Teacher of Mathematics - Second in Department. Computer studies experience desirable.
Closing date: 22-1-82.
Application forms and further details obtainable by sending s.a.e. to the Headteacher, Mr. Bowden, Epsom College, Epsom, Surrey KT17 4JQ with full curriculum vitae and names of two referees.
133422

STAFFORDSHIRE
EDUCATION COMMITTEE
CLAYTON HIGH SCHOOL
Clayton Lane, Newcastle, ST5 3JN
Required for Easter, 1982
SECOND in MATHEMATICS DEPARTMENT (Scale 3). Graduate required able to teach Mathematics to the full age and ability range to Advanced Level in this 11 - 18 Comprehensive School with a sixth form of 150.
Application forms obtainable from and returnable to the Headmaster on receipt s.a.e.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to belong to an appropriate Trade Union. (3328S) 133420

Scale 1 Posts

DEVON
Please see displayed advertisement on page 43 (3343) 133428

HAMPSHIRE
THE WAYFARERS SCHOOL
Lyndhurst Road, Fernborough, Hampshire
Comprehensive Mixed 11 - 16: (Roll 750)
Required for April, 1982 - Scale 1 Teacher of Mathematics.
Applications from graduates and experienced teachers will be considered. Computer studies would be an advantage.
Application forms and further details from the Headteacher, Mr. Harrow BA.

HAMPSHIRE
THE WAYFARERS SCHOOL
Lyndhurst Road, Fernborough, Hampshire
Comprehensive Mixed 11 - 16: (Roll 750)
Required for April, 1982 - Scale 1 Teacher of Mathematics.
Applications from graduates and experienced teachers will be considered. Computer studies would be an advantage.
Application forms and further details from the Headteacher, Mr. Harrow BA.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
RAINHAM SCHOOL FOR GIRLS
Roll 1335
(11 - 16, 11 - 18 year Secondary School (Sixth Form 150+))
HEAD OF MATHEMATICS DEPARTMENT
Scale 4
Required for September, 1982 a graduate teacher for this Head of Department post to lead a strong department and develop existing courses.
The school has courses at C.S.E. 'O' and 'A' level (Statistics pure and applied mathematics). Computer studies is already well developed within the school.
Vacancy for retirement of present Head of Department. Excellent facilities on a very pleasant site.
Application form and further details available on receipt of a stamped addressed envelope from the Headteacher, Mrs. Rathbone, Rainham School for Girls, Derek Ave, Rainham (Kent). (3319W) 133418

SURREY
EDUCATION COMMITTEE
EPSOM COLLEGE
Epsom, Surrey KT17 4JQ
Required for September 1982 a graduate teacher of MATHEMATICS (Scale 3) for this 11 - 16, 6 form entry Comprehensive School.
Applications from graduates in Mathematics or Physics with a strong interest in Mathematics. Experience of teaching Mathematics to 'A' level and Computer Studies desirable.
Closing date: 22-1-82.
Application forms and further details obtainable by sending s.a.e. to the Headteacher, Mr. Bowden, Epsom College, Epsom, Surrey KT17 4JQ with full curriculum vitae and names of two referees.
133422

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow, Middlesex. (Roll 1,000)
Required for Summer Term 1982, Graduate Teacher of MATHEMATICS Scale 3 for this 11 - 16, 6 form entry Comprehensive School, situated in Central Harrow.
Gayton High School has a reputation for academic success in the Borough ad the Maths. Department is this success. The school follows the S.M.P. Maths. courses to both 'A' level and C.S.E. and for the more able pupils in Maths. Some expertise in this type of teaching is looked for.
A willingness to fully participate in the social and extra-curricular life of the school will be expected of the successful candidate.
The school which is six form entry has 750 boys and girls in its intake from the entire Borough of Harrow.
Further details and application forms from the Headmaster. Forms should be returned to the Headmaster by Monday 25th January 1982. Please enclose stamped addressed envelope. (3325J) 133420

Scale 2 Posts and above

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HOLY ANGELS R.C. SCHOOL
Warren Lane, Oldham
Required for Easter 1982 at this (11 - 16 mixed comprehensive) school of about 930 pupils, SCALE 3 experienced teacher as Second in MATHEMATICS department, to teach Mathematics to 'A' level, Social Priority Allowance payable.
Send sae for application form to the Head at the school, return this to him by 22nd January. (3341H) 133430

DORSET
QUEEN ELIZABETH'S SCHOOL
Wimborne Minster
(11 - 18, 850 in - 6th)
Required Easter, experienced graduate Mathematician. Scale 3 post. Strong department. Courses based on SMP. Interest in computing an advantage.
Application form and further details from Headmaster on receipt of s.a.e. (3315E) 133420

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
RAINHAM SCHOOL FOR GIRLS
Roll 1335
(11 - 16, 11 - 18 year Secondary School (Sixth Form 150+))
HEAD OF MATHEMATICS DEPARTMENT
Scale 4
Required for September, 1982 a graduate teacher for this Head of Department post to lead a strong department and develop existing courses.
The school has courses at C.S.E. 'O' and 'A' level (Statistics pure and applied mathematics). Computer studies is already well developed within the school.
Vacancy for retirement of present Head of Department. Excellent facilities on a very pleasant site.
Application form and further details available on receipt of a stamped addressed envelope from the Headteacher, Mrs. Rathbone, Rainham School for Girls, Derek Ave, Rainham (Kent). (3319W) 133418

SURREY
EDUCATION COMMITTEE
EPSOM COLLEGE
Epsom, Surrey KT17 4JQ
Required for September 1982 a graduate teacher of MATHEMATICS (Scale 3) for this 11 - 16, 6 form entry Comprehensive School.
Applications from graduates in Mathematics or Physics with a strong interest in Mathematics. Experience of teaching Mathematics to 'A' level and Computer Studies desirable.
Closing date: 22-1-82.
Application forms and further details obtainable by sending s.a.e. to the Headteacher, Mr. Bowden, Epsom College, Epsom, Surrey KT17 4JQ with full curriculum vitae and names of two referees.
133422

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow, Middlesex. (Roll 1,000)
Required for Summer Term 1982, Graduate Teacher of MATHEMATICS Scale 3 for this 11 - 16, 6 form entry Comprehensive School, situated in Central Harrow.
Gayton High School has a reputation for academic success in the Borough ad the Maths. Department is this success. The school follows the S.M.P. Maths. courses to both 'A' level and C.S.E. and for the more able pupils in Maths. Some expertise in this type of teaching is looked for.
A willingness to fully participate in the social and extra-curricular life of the school will be expected of the successful candidate.
The school which is six form entry has 750 boys and girls in its intake from the entire Borough of Harrow.
Further details and application forms from the Headmaster. Forms should be returned to the Headmaster by Monday 25th January 1982. Please enclose stamped addressed envelope. (3325J) 133420

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HOLY ANGELS R.C. SCHOOL
Warren Lane, Oldham
Required for Easter 1982 at this (11 - 16 mixed comprehensive) school of about 930 pupils, SCALE 3 experienced teacher as Second in MATHEMATICS department, to teach Mathematics to 'A' level, Social Priority Allowance payable.
Send sae for application form to the Head at the school, return this to him by 22nd January. (3341H) 133430

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
PELHAM HIGH SCHOOL
Pelham Road, Wimbledon, London SW19 1NU
Headteacher: Mr. C.W.P. Bound, M.A.
Tel: 01-540 2822
Age Range: 13 - 18 years
No. on Roll: 519
Required from February, 1982 or as soon as possible thereafter, a Scale 2 teacher to teach Mathematics and Computer Studies to 'A' level. Further support for pupils and developing community links.
Required for September 1982 in the Mathematics and Science Faculty, Teacher of Mathematics to be responsible for the mixed ability courses in the Entry Year and the setted courses in Years 9 - 11. Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms/further particulars available from the Head Teacher on receipt of s.a.e.
Completed application forms to be returned by 25th January, 1982. (3361G) 133420

DERBYSHIRE
SHIREBROOK SCHOOL
Common Lane, Shirebrook, Mansfield
Mixed 11 - 18
Comprehensive, 1500 on roll
Required for April or September, 1982, experienced Graduate Teacher of Mathematics (Scale 3) to work at all levels with the Department (G.C.E. 'O' and 'A') in Upper School (3rd year Upwards).
Applications with names of 2 referees and s.a.e. to the Headmaster, at the School. (3329D) 133420

EAST SUSSEX
COUNTY COUNCIL
THE GROVE SCHOOL
Grove Park, Eastbourne, East Sussex BN21 2TA
Leonarda-on-Sea. TN34 3JP
Required for September 1982 (N.O.R. 1429 on roll)
A Graduate Mathematics Teacher - Second in Mathematics Department. Responsibility allowance available in appropriate cases.
Application forms and further details from the Headmaster to be returned by 22nd January 1982. (3313B) 133420

ESSEX
THE PLUME SCHOOL
Tel: Maldon 84681
(Roll 1,000)
SECOND IN MATHEMATICS
SCALE 3 (£7,335)
Required April 1982, an experienced teacher to join the team in the Upper School (13 - 18) range. Computer Studies would be an advantage.
Application forms from the Headmaster in the first instance giving names and addresses of referees.

ST. MARK'S R.C. COMPREHENSIVE SCHOOL
Tolpits Road, Watford
Tel: Watford 39419
(Roll 750)
MATHEMATICS TEACHER.
SCALE 3
Re-advertisement
Required for April 1982 or earlier, a graduate teacher of Mathematics with a minimum of 'O' level and experience of teaching to 'A' level. Computer Studies would be an advantage.
Application form and further particulars from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (3330A) 133480

NORFOLK
ACLE HIGH SCHOOL
South Walsham Road, Acle Norwich, NR13 3ER
No on Roll 652 (11 - 16 mixed Comprehensive)
Required for April, 1982.
Scale 2 Teacher of Mathematics - Second in Department. Knowledge of Computer Studies desirable.
Closing date: 22-1-82.
Application forms and further details obtainable by sending s.a.e. to the Headteacher, Mr. Bowden, Epsom College, Epsom, Surrey KT17 4JQ with full curriculum vitae and names of two referees.
133422

HAVERING
LONDON BOROUGH OF HAVERING
EMERSON PARK SCHOOL (Roll 657 on roll)
Montreux Lane, Hornchurch RM11 3TA.
Telephone: Hornchurch 52338
Headteacher: A.W. Grantham, M.Sc.
TEMPORARY MATHEMATICS
SCALE 1
Required immediately for one or two terms, a teacher of Mathematics to 'A' level. C.S.E. and O.C.E. 'O' and 'A' levels.
Letters of application should be sent to the Headteacher with full curriculum vitae and quoting the reference date: applications may alter the appearance of this advertisement. (3329K) 133422

KIRKLEES
METROPOLITAN COUNCIL
HONLEY HIGH SCHOOL
Honley, Huddersfield HD7 2QJ
(1300 pupils in Sixth Form - 195)
(REF: 530)
Required for September 1982 at this 11 - 18 comprehensive school, teacher SCALE 1 in MATHEMATICS throughout the school, with over 200 in the sixth form opportunities in all-ability work, with experienced staff. Marks temporary, scale according to experience and qualifications.
Applications by letter to the Headteacher stating names of two referees. Burnham salary scale to be dependent on experience and qualifications. (3331T) 133422

Scale 1 Posts

DEVON
Please see displayed advertisement on page 43 (3343) 133428

AVON COUNTY
THE GRANGE SCHOOL FOR BOYS
Tower Road North, Warmley, Bristol BS15 2XL
Required from 12th January 1982 a teacher of Mathematics (Scale 1). Teaching includes years 7 - 5 and C.S.E. work. Fixed term contract to 31st August 1982.
Application form and curriculum vitae, including names of two referees, by letter immediately (no forms) to the Headmaster. (3334A) 133422

BERKSHIRE
KENDRICKS GIRLS' GRAMMER SCHOOL
London Road, Reading RG1 5BN.
Tel: 0734 870 870 (24 hrs)
GRADUATE TEACHER OF MATHEMATICS (Scale 1)
This is a temporary appointment from 22nd February 1982 due to part time appointment. London Allowance £759.
Application forms and further particulars of the post are available from the Headteacher at the above address. Please enclose a stamped addressed envelope.
Closing date: as soon as possible. (3330A) 133480

DERBYSHIRE
Common Lane, Shirebrook, Mansfield
Mixed 11 - 18
Comprehensive, 1500 on roll
Required for April or September, 1982, experienced Graduate Teacher of Mathematics (Scale 1) to work at all levels with the Department (G.C.E. 'O' and 'A') in Upper School (3rd year Upwards).
Applications with names of 2 referees and s.a.e. to the Headmaster, at the School. (3329D) 133420

ESSEX
THE PLUME SCHOOL
Tel: Maldon 84681
(Roll 1,000)
SECOND IN MATHEMATICS
SCALE 1 (£6,645)
Required April 1982, an experienced teacher to join the team in the Upper School (13 - 18) range. Computer Studies would be an advantage.
Application forms from the Headmaster in the first instance giving names and addresses of referees.

HAMPSHIRE
THE WAYFARERS SCHOOL
Lyndhurst Road, Fernborough, Hampshire
Comprehensive Mixed 11 - 16: (Roll 750)
Required for April, 1982 - Scale 1 Teacher of Mathematics.
Applications from graduates and experienced teachers will be considered. Computer studies would be an advantage.
Application forms and further details from the Headteacher, Mr. Harrow BA.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
RAINHAM SCHOOL FOR GIRLS
Roll 1335
(11 - 16, 11 - 18 year Secondary School (Sixth Form 150+))
HEAD OF MATHEMATICS DEPARTMENT
Scale 4
Required for September, 1982 a graduate teacher for this Head of Department post to lead a strong department and develop existing courses.
The school has courses at C.S.E. 'O' and 'A' level (Statistics pure and applied mathematics). Computer studies is already well developed within the school.
Vacancy for retirement of present Head of Department. Excellent facilities on a very pleasant site.
Application form and further details available on receipt of a stamped addressed envelope from the Headteacher, Mrs. Rathbone, Rainham School for Girls, Derek Ave, Rainham (Kent). (3319W) 133418

SURREY
EDUCATION COMMITTEE
EPSOM COLLEGE
Epsom, Surrey KT17 4JQ
Required for September 1982 a graduate teacher of MATHEMATICS (Scale 1) for this 11 - 16, 6 form entry Comprehensive School.
Applications from graduates in Mathematics or Physics with a strong interest in Mathematics. Experience of teaching Mathematics to 'A' level and Computer Studies desirable.
Closing date: 22-1-82.
Application forms and further details obtainable by sending s.a.e. to the Headteacher, Mr. Bowden, Epsom College, Epsom, Surrey KT17 4JQ with full curriculum vitae and names of two referees.
133422

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow, Middlesex. (Roll 1,000)
Required for Summer Term 1982, Graduate Teacher of MATHEMATICS Scale 1 for this 11 - 16, 6 form entry Comprehensive School, situated in Central Harrow.
Gayton High School has a reputation for academic success in the Borough ad the Maths. Department is this success. The school follows the S.M.P. Maths. courses to both 'A' level and C.S.E. and for the more able pupils in Maths. Some expertise in this type of teaching is looked for.
A willingness to fully participate in the social and extra-curricular life of the school will be expected of the successful candidate.
The school which is six form entry has 750 boys and girls in its intake from the entire Borough of Harrow.
Further details and application forms from the Headmaster. Forms should be returned to the Headmaster by Monday 25th January 1982. Please enclose stamped addressed envelope. (3325J) 133420

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HOLY ANGELS R.C. SCHOOL
Warren Lane, Oldham
Required for Easter 1982 at this (11 - 16 mixed comprehensive) school of about 930 pupils, SCALE 1 experienced teacher as Second in MATHEMATICS department, to teach Mathematics to 'A' level, Social Priority Allowance payable.
Send sae for application form to the Head at the school, return this to him by 22nd January. (3341H) 133430

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
PELHAM HIGH SCHOOL
Pelham Road, Wimbledon, London SW19 1NU
Headteacher: Mr. C.W.P. Bound, M.A.
Tel: 01-540 2822
Age Range: 13 - 18 years
No. on Roll: 519
Required from February, 1982 or as soon as possible thereafter, a Scale 2 teacher to teach Mathematics

SECONDARY MATHS
continued

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLY CROSS CONVENT SCHOOL
Sandhill Road, New Malden, Surrey
(Tel: 01-949 4884)
Scale 1
£16 on roll. 11 - 18 years
Mathematics graduate required from April 1982 to teach to subject throughout the school to, at least, 'O' level. Willingness to teach a small amount of Religious Education and/or an interest in Computer studies would be an additional advantage. If Religious Education is offered, a practising Roman Catholic is essential; otherwise it is strongly preferred.
Burnham Scale 1, plus London Allowance £498.
Further details and application forms available from the Headmistress (s.a.e. please). Closing date 31st January, 1982. (335292)
134422

NEWHAM

LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SG
Head Teacher: J. A. McDonald
Number on roll: 1310
TEACHER OF MATHEMATICS
Scale 1
Required as soon as possible
Teacher of Mathematics is required at this Comprehensive school which has well established courses at C.S.E., G.C.E. 'O' and 'A' level. An interest in Computer studies would be an advantage.
London Allowance £759 plus social priority allowance.
Application forms/s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 18th January 1982.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW. (336841)
133422

NEWHAM

LONDON BOROUGH OF NEWHAM
ST JOHN'S CATHOLIC SCHOOL
Green Street, London E13 9AX
Head Teacher: E. J. M. Lown
Number on roll: 1,000
TEACHER OF MATHEMATICS
Scale 1
Required April 1982. Graduate preferred to teach to G.C.E. O-level. Computer Studies strong in the school.
Must be practising Catholic and be in possession of the Catholic Teachers' Certificate or its equivalent.
Visits welcome - 01-552 3102
London Allowance £759
Application forms (s.a.e please) available from the Headmaster to whom completed forms should be returned by 18th January 1982. (336422)
134422

NORTH HUMBERSIDE

EDUCATION COMMITTEE
BEVERLEY GRAMMAR SCHOOL (Aided comprehensive, 11-19. 600 Boys)
Queensgate, Beverley
A Mathematics teacher is required for the start of the Summer Term. He should be capable of teaching maths at all levels from 11 - 19 and have knowledge of Bar-Kalms. Some knowledge of computing would also be an advantage. A scale 3 post would be available for a suitably qualified and experienced candidate, but applications from inexperienced candidates will be considered.
Applications by letter, no forms issued in the first instance, should be made to the Headmaster at the School and should be accompanied by a curriculum and the name & address of a referee. (336086)
133618

OLDHAM

METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HOLLINWOOD HIGH SCHOOL
NORTH CHADDERTON SCHOOL
Chadderton Hall Road, Chadderton, Oldham.
Required (as soon as possible) 1982 at this Reorganised 11 - 18 mixed comprehensive school of about 1420 pupils.
SCALE 1 teacher of MATHEMATICS up to 'O' level for temporary post to August 1982.
(Ref: 01-949 4884)
Application form to the Head at the school, returnable to the Head at the school, requiring to be made in this immediately. (334414)
133422

SHROPSHIRE

EDUCATION COMMITTEE
MADELEY COURT SCHOOL
Court Street, Madeley.
Telford TF7 5HZ
7 Form Entry Mixed 11-18
Comprehensive
Required for April, Scale 1 (Plus TPA) a mature and enthusiastic teacher to teach lower school mathematics as an integral part of a broad curriculum and to join a team of mathematics teachers working in the upper school.
Candidates should be able to help develop statistics, economics or computer studies with a particularly lively, enthusiastic approach.
Further details and application forms from the headmaster at the school (s.a.e.). (335533)
133422

WEST SUSSEX

MILLAIS SCHOOL
Devoy Road, Horsham
11 - 16 years old Girls
Comprehensive. School NOR 1120
Required April 1982. Graduate Teacher of EXAM MATHS to teach subject across age and ability range. Scale 3 available for suitable qualified and experienced. Consideration will be given to responsibility within the Department, and assistance in pastoral cases.
Forms and details from HEAD, SAE please. (305819)
133418

Modern Languages
Heads of Department

DERBYSHIRE

ECKLINGTON SCHOOL
Dronfield Road, Eckington, Sheffield S31 9BR
NOR 1606
HEAD OF MODERN LANGUAGES SCALE 4
For April, 1982 a well qualified and experienced graduate to organise the teaching of Modern Languages in this new 11 - 18 Comprehensive School of 4 Full Form Entry.
Commencing in September, 1982, a new purpose-built school will be available. Spacious accommodation will be provided, initially to C.S.E., G.C.E. 'O' and 'A' level, with future developments taking place.
Applications by letter with curriculum vitae and details of two referees, to the headmaster at the school.
(329209)
133419

ESSEX

FRYERNS SCHOOL
Greylands, Basildon
(Tel: Basildon 58111)
(Roll 1425)
HEAD OF MODERN LANGUAGES, Scale 3 + £ringe allowance £413
Required for Summer Term 1982, suitably qualified teacher. Scale 3. Scale 4 for appointment could be available for experienced candidate. Possibility of housing.
Further details and application forms available from the Headmaster, (s.a.e. please). (305693)
133618

HUMBERSIDE

EDUCATION SUBCOMMITTEE
GRIMSBY DIVISION
MATTHEW HUMBERSTONE SCHOOL
Chatsworth Place, Cleethorpes.
Required (as April, 1982: GRADUATE TEACHER OF MODERN LANGUAGE FOR HEAD OF DEPARTMENT, SCALE 3 to join a large comprehensive school with well established courses leading to C.S.E., 'O' and 'A' level examinations. Applicants must have sound teaching experience in French and German and good organisational ability. Success and enthusiasm to lead a young but enthusiastic and successful department.
Application forms and further information obtainable from the Head Teacher, to whom the school when completed (forms should be returned within 7 days of this advertisement. (305244)
133618

KENT

COUNTY COUNCIL
EDUCATIONAL DEPARTMENT
NEVENDON HIGH SCHOOL
CHURCHILL SCHOOL
Wynford Drive, Westerham, Kent TN16 1BZ
Group 7 - Roll 360
HEAD OF DEPARTMENT -
FRENCH
Required for the Summer Term 1982 a teacher to take charge of the French Department in this small rural secondary school.
Application forms and further details from the Headmaster/mistress at the above address. Tel: Wes. Please enclose s.a.e. (335197)
133618

LEICESTERSHIRE

THE BROCKINGTON COLLEGE
Mill Lane, Enderby, Leicester
In the Leicestershire plan for the re-organisation of secondary education.
High - Scale Three

FRENCH - Scale Three

Required April, Head of Department, to teach for specialist teaching (one-fifth timetable) applicants should have minimum of five years' experience and be prepared to take an active role in a lively school, which has established links in France.

Further particulars from the Head. Apply immediately (no forms issued) giving full names and addresses of at least two referees (SAE). (332911)
133618

NEWHAM

LONDON BOROUGH OF NEWHAM
WOODSIDE SCHOOL
Woodside Road, London E13 8BX
Head Teacher: Mr. F.J. Jones
Number on roll: 950
ASSISTANT HEAD OF MODERN LANGUAGES
Scale 3
Required: April 1983. A teacher of French and German required. The department consists of 4 full time staff teaching both German and French from 1st to 5th form. An ability to teach French to 'A' level is necessary.
Previous applicants will be considered.
London Allowance £759 plus Social Priority Allowance.
Application forms (s.a.e please) available from the Director of Education, to whom completed forms should be returned by 19th January 1982.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW. (335018)
133618

NORTH TYNESIDE

METROPOLITAN BOROUGH OF WIDNES
EDUCATION COMMITTEE
NORTHUMBERLAND HEAD
NORTHUMBERLAND HIGH SCHOOL
Alnwick Avenue, North Shields, NE29 7SD
Headteacher: Mr. A.R. Moyes, M.A.
Required for 26th April, 1982 if possible:-
Scale 4 HEAD OF MODERN LANGUAGES (Male or Female)
Comprehensive High School of 876 pupils.
Application are invited from suitably qualified teachers with appropriate and successful experience for this challenging post.
Application forms and further details may be obtained on receipt of a s.a.e. from the Headteacher to whom they should be returned within fourteen days of the appearance of this advertisement. (305077)
133618

SHROPSHIRE

EDUCATION COMMITTEE
PHOENIX SCHOOL
Bayton Road, Dawley Telford TF4 2DG
HEAD OF MODERN LANGUAGES (SCALE 3/4)
For Easter 1982 energetic graduate with proven ability (French with German).
Further details from the Head (s.a.e.). (334992)
133618

Teach on exchange in Europe. Many Overseas appointments. (336995)

Scale 2 Posts and above.

DEVON

Please see displayed advertisement on page 43 (334401)
133692

KENT

COUNTY COUNCIL
EDUCATIONAL DEPARTMENT
DARTFORD DIVISION
BROWN'S SCHOOL
Orange Street, Green Road, Dartford DA1 1QF
Roll 1600 (Mixed)
Required April, 1982, Teacher of French required at this 11 - 18 Comprehensive School. A full time staff teaching both German and French from 1st to 5th form. An ability to teach French to 'A' level is necessary.
Previous applicants will be considered.
London Allowance £759 plus Social Priority Allowance.
Application forms (s.a.e please) available from the Director of Education, to whom completed forms should be returned by 19th January 1982.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW. (335018)
133618

NEWHAM

LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SG
Head Teacher: J. A. McDonald
Number on roll: 1310
TEACHER OF MATHEMATICS
Scale 1
Required as soon as possible
Teacher of Mathematics is required at this Comprehensive school which has well established courses at C.S.E., G.C.E. 'O' and 'A' level. An interest in Computer studies would be an advantage.
London Allowance £759 plus social priority allowance.
Application forms/s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 18th January 1982.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW. (336841)
133422

NEWHAM

LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SG
Head Teacher: J. A. McDonald
Number on roll: 1310
GRADUATE TEACHER OF MODERN LANGUAGES FOR HEAD OF DEPARTMENT, SCALE 3 to join a large comprehensive school with well established courses leading to C.S.E., 'O' and 'A' level examinations. Applicants must have sound teaching experience in French and German and good organisational ability. Success and enthusiasm to lead a young but enthusiastic and successful department.
Application forms and further information obtainable from the Head Teacher, to whom the school when completed (forms should be returned within 7 days of this advertisement. (305244)
133618

KENT

COUNTY COUNCIL
EDUCATIONAL DEPARTMENT
NEVENDON HIGH SCHOOL
CHURCHILL SCHOOL
Wynford Drive, Westerham, Kent TN16 1BZ
Group 7 - Roll 360
HEAD OF DEPARTMENT -
FRENCH
Required for the Summer Term 1982 a teacher to take charge of the French Department in this small rural secondary school.
Application forms and further details from the Headmaster/mistress at the above address. Tel: Wes. Please enclose s.a.e. (335197)
133618

LEICESTERSHIRE

THE BROCKINGTON COLLEGE
Mill Lane, Enderby, Leicester
In the Leicestershire plan for the re-organisation of secondary education.
High - Scale Three

FRENCH - Scale Three

Required April, Head of Department, to teach for specialist teaching (one-fifth timetable) applicants should have minimum of five years' experience and be prepared to take an active role in a lively school, which has established links in France.

Further particulars from the Head. Apply immediately (no forms issued) giving full names and addresses of at least two referees (SAE). (332911)
133618

NEWHAM

LONDON BOROUGH OF NEWHAM
WOODSIDE SCHOOL
Woodside Road, London E13 8BX
Head Teacher: Mr. F.J. Jones
Number on roll: 950
ASSISTANT HEAD OF MODERN LANGUAGES
Scale 3
Required: April 1983. A teacher of French and German required. The department consists of 4 full time staff teaching both German and French from 1st to 5th form. An ability to teach French to 'A' level is necessary.
Previous applicants will be considered.
London Allowance £759 plus Social Priority Allowance.
Application forms (s.a.e please) available from the Director of Education, to whom completed forms should be returned by 19th January 1982.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW. (335018)
133618

NORTH TYNESIDE

METROPOLITAN BOROUGH OF WIDNES
EDUCATION COMMITTEE
NORTHUMBERLAND HEAD
NORTHUMBERLAND HIGH SCHOOL
Alnwick Avenue, North Shields, NE29 7SD
Headteacher: Mr. A.R. Moyes, M.A.
Required for 26th April, 1982 if possible:-
Scale 4 HEAD OF MODERN LANGUAGES (Male or Female)
Comprehensive High School of 876 pupils.
Application are invited from suitably qualified teachers with appropriate and successful experience for this challenging post.
Application forms and further details may be obtained on receipt of a s.a.e. from the Headteacher to whom they should be returned within fourteen days of the appearance of this advertisement. (305077)
133618

SHROPSHIRE

EDUCATION COMMITTEE
PHOENIX SCHOOL
Bayton Road, Dawley Telford TF4 2DG
HEAD OF MODERN LANGUAGES (SCALE 3/4)
For Easter 1982 energetic graduate with proven ability (French with German).
Further details from the Head (s.a.e.). (334992)
133618

Teach on exchange in Europe. Many Overseas appointments. (336995)

Scale 2 Posts and above.

DEVON

Please see displayed advertisement on page 43 (334401)
133692

KENT

COUNTY COUNCIL
EDUCATIONAL DEPARTMENT
DARTFORD DIVISION
BROWN'S SCHOOL
Orange Street, Green Road, Dartford DA1 1QF
Roll 1600 (Mixed)
Required April, 1982, Teacher of French required at this 11 - 18 Comprehensive School. A full time staff teaching both German and French from 1st to 5th form. An ability to teach French to 'A' level is necessary.
Previous applicants will be considered.
London Allowance £759 plus Social Priority Allowance.
Application forms (s.a.e please) available from the Director of Education, to whom completed forms should be returned by 19th January 1982.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW. (335018)
133618

NEWHAM

LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SG
Head Teacher: J. A. McDonald
Number on roll: 1310
TEACHER OF MATHEMATICS
Scale 1
Required as soon as possible
Teacher of Mathematics is required at this Comprehensive school which has well established courses at C.S.E., G.C.E. 'O' and 'A' level. An interest in Computer studies would be an advantage.
London Allowance £759 plus social priority allowance.
Application forms/s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 18th January 1982.
Director of Education, Education Offices, Broadway, Stratford, London E15 4BW. (336841)
133422

WEST SUSSEX

MILLAIS SCHOOL
Devoy Road, Horsham
11 - 16 years old Girls
Comprehensive. School NOR 1120
Required April, 1982. Graduate Teacher of EXAM MATHS to teach subject across age and ability range. Scale 3 available for suitable qualified and experienced. Consideration will be given to responsibility within the Department, and assistance in pastoral cases.
Forms and details from HEAD, SAE please. (305819)
133418

Modern Languages
Heads of Department

DERBYSHIRE

ECKLINGTON SCHOOL
Dronfield Road, Eckington, Sheffield S31 9BR
NOR 1606
HEAD OF MODERN LANGUAGES SCALE 4
For April, 1982 a well qualified and experienced graduate to organise the teaching of Modern Languages in this new 11 - 18 Comprehensive School of 4 Full Form Entry.
Commencing in September, 1982, a new purpose-built school will be available. Spacious accommodation will be provided, initially to C.S.E., G.C.E. 'O' and 'A' level, with future developments taking place.
Applications by letter with curriculum vitae and details of two referees, to the headmaster at the school.
(329209)
133419

ESSEX

FRYERNS SCHOOL
Greylands, Basildon
(Tel: Basildon 58111)
(Roll 1425)
HEAD OF MODERN LANGUAGES, Scale 3 + £ringe allowance £413
Required for Summer Term 1982, suitably qualified teacher. Scale 3. Scale 4 for appointment could be available for experienced candidate. Possibility of housing.
Further details and application forms available from the Headmaster, (s.a.e. please). (305693

SECONDARY EDUCATION
continued

Science

Heads of Department

CROYDON
LONDON BOROUGH OF CROYDON

LADY EDRIDGE GIRLS' HIGH SCHOOL
Clifton Road, London SE25

Tel: 01-771 1331/2

Tenable: 19th April, 1982 or earlier

Required for Summer Term 1982, or before if temporary Head of Physical Sciences until the end of the Summer term, to teach Chemistry to G.C.E. 'O' level and 'A' level. Ability to take part in Physics would be an advantage but not essential.

Salary: Burnham Scale 3 with London Area Allowance.

Please send SAE for application form and further details to the Head Teacher at the address given as soon as possible. (3330091) 134818

ESSEX

ST MARK'S R.C. COMPREHENSIVE SCHOOL
Tylston Road, Barlow
Tel: (Hutton) 2176
(Roll 780)
HEAD OF SCIENCE DEPARTMENT, Scale 4
Required for April 1982 or earlier if possible, experienced Teacher capable of teaching Physics to 'A' level. Excellent facilities.
Applications to Headteacher at the above (foolscap envelope please). (3305061) 134818

HAVERING
LONDON BOROUGH OF HAVERING
THE CHAFFORD SCHOOL
(Roll 1,050)
Lambs Lane, Rainham RM 13 3XD
Tel: Rainham 58811
Headteacher: M.S. Justins, M.A.
HEAD OF PHYSICS Scale 3, to be second in the Science Department, required September 1982 or earlier if possible. The School is very well equipped for teaching this popular subject to 'A' level.
Letters of application should be sent to the Headteacher giving full curriculum vitae and names of two referees. Closing date 12 days after appearance of this advertisement. (3330856) 134818

HAVERING
LONDON BOROUGH OF HAVERING
ST EDWARD'S SCHOOL
(Roll 1050 Co.Ed - Sixth Form 180)
Tudor Close, Comprehensive for London Road Romford, Essex.
Telephone: Romford 46807
Headmaster: M.J. Hughes, M.A.
HEAD OF PHYSICS Scale 3, to succeed in the Science Department, required September 1982 or earlier if possible. The School is very well equipped for teaching this popular subject to 'A' level.
Letters of application should be sent to the Headteacher giving full curriculum vitae and names of two referees. Closing date 12 days after appearance of this advertisement. (3330856) 134818

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
SIR FRANK MARKHAM SCHOOL
Waughton Campus, Rainbow Drive, Loadenhill, Milton Keynes, MK6 5EH
Head Teacher: A.K. Harrison BA
Number on roll: 950
MATHEMATICS SCALE
Scale 2
Required September 1982.
This comprehensive school opened in 1978 in new buildings (present N.C.R. 850) will have 1400 pupils 12 - 16 and 240 6th Formers within a few years. It is strong form-teacher support for pupils and developing community involvement.
Required for September 1982. Teacher of the Mathematics and Science Faculty responsible for Biology in an expanding Science Department. Experience of A-level field courses an advantage.
Assistance with removal expenses and rented housing may be available for appointed person and there is a wide range of housing to buy in the area.
Application forms/further particulars available from the Head Teacher on receipt of s.a.e.
Completed application forms to be returned by 25th January 1982. (3330781) 134818

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TRANSFER DIVISION
THE CRAY HICKENS SCHOOL
Hockenden Lane, Swanley, Kent
HEAD OF SCIENCE, Scale 4
Applications are invited for the post of Head of Science for this school of 750 pupils, on selective entry from the Summer Term 1982.
Details are available from the Headmaster and these should be obtained before applications (on forms) are submitted. (3313) 134818

LINCOLNSHIRE
TENNYSON SECONDARY SCHOOL
Seabolme Road, Mablethorpe, Lincs. PO24 9DF
(Group 7 Roll 466)
HEAD OF PHYSICS required. Scale 4 or 3 according to experience. Opportunity for enthusiast to innovate in a traditional department to CSE, 'O' and 'A' level. Responsibility for Health and Safety also sought.
Apply by letter with C.V. to the Headmaster, Mr. W. Newton. Holden 'A' to be given curriculum vitae and the names of two referees of two referees. (3330) 134850

STAFFORDSHIRE
EDUCATION COMMITTEE
QUEEN ELIZABETH'S GRAMMAR SCHOOL
Ashby Road, Tamworth.
Required for April 1982, HEAD OF CHEMISTRY (Scale 3) in this 11 - 18 Comprehensive School with good laboratory and technical area. Department and a large Sixth Form. Chemistry is a popular subject throughout to 'A' level.
Application forms obtainable from and returnable to the Headteacher (s.a.e. please).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of appropriate Trade Unions. (3328251) 134818

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
SIR FRANK MARKHAM SCHOOL
Waughton Campus, Rainbow Drive, Loadenhill, Milton Keynes, MK6 5EH
Head Teacher: A.K. Harrison BA
Number on roll: 950
MATHEMATICS SCALE
Scale 2
Required September 1982.
This comprehensive school opened in 1978 in new buildings (present N.C.R. 850) will have 1400 pupils 12 - 16 and 240 6th Formers within a few years. It is strong form-teacher support for pupils and developing community involvement.
Required for September 1982. Teacher of the Mathematics and Science Faculty responsible for Biology in an expanding Science Department. Experience of A-level field courses an advantage.
Assistance with removal expenses and rented housing may be available for appointed person and there is a wide range of housing to buy in the area.
Application forms/further particulars available from the Head Teacher on receipt of s.a.e.
Completed application forms to be returned by 25th January 1982. (3330781) 134818

STAFFORDSHIRE
EDUCATION COMMITTEE
LONGTON HIGH SCHOOL
Box Lane, Meir, Stoke-on-Trent ST3 5PA
Required for Easter, 1982 or earlier if possible a TEACHER OF PHYSICS (Scale 3) to teach the subject to G.C.E. 'O' and 'A' Levels. The post carries a responsibility for organising Audio Visual Aids throughout the school. The Science department is well equipped with 10 laboratories, 2 of which are devoted specifically to Physics.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the county council's view that it is desirable for their employees to be members of an appropriate Trade Union. (3328851) 134820

STOCKPORT
TEACHER PHYSICS
Scale 1(Ref 1982)
HAZEL GROVE HIGH SCHOOL
Jackson Lane, Hazel Grove, Stockport SK7 5JX
To teach physics to C.S.E., G.C.E. 'O' and 'A' levels. Modern laboratories with computer workshop facilities.
Application forms obtainable from and returnable to the Headteacher. Closing date 18th January 1982. (3330781) 134820

Scale 1 Posts

BERKSHIRE
KENDRICK GIRLS GRAMMAR SCHOOL
Queens Road, Reading RG1 4BN
N.C.R. 570 (330 in 6th form)
ANGLES TEACHER OF BIOLOGY (Scale 1)
This is a temporary appointment from 22nd February 1982 due to maternity leave. Candidates must be able to teach Biology to 'O' and 'A' levels and Human Biology to 'O' level.
Applications by letter to Headmistress. Closing date 15th January 1982. (3326011) 134822

BEXLEY
LONDON BOROUGH OF BEXLEY
HURSTMERE SCHOOL
Hurst Road, Sidcup, Kent, DA15 9AW
Group 10 - 850 boys
Required for January 1982 teacher to join the Science Department to teach Biology on a day-to-day basis. Appointment for 2 months in the first instance.
Apply in writing to the Headmaster enclosing a letter of application, curriculum vitae and names and addresses of two referees.
BLACKFEN SCHOOL FOR GIRLS
Blackfen Road, Sidcup, Kent, DA15 8NT
Tel: 01-303 1267
Required for Summer Term 1982 Scale 1 graduate teacher of Biology to operate Nuffield Science. Ability to teach mixed ability groups to 'O' level, and 3, aiding in 'O' level Biology form part of the Common Core in Years 4 and 5 offered to C.S.E., 'O' and 'A' level. Ability to teach Human Biology and conduct field studies essential. The successful applicant may contribute to the computer studies course in Years 4 and 5.
SCALE 1 MATHS ASSISTANT
With removal expenses, lost fees and disturbance allowance can be considered.
Applications by letter with full curriculum vitae, names of two referees and stamped addressed envelope. (3331) 134822

BRENT
LONDON BOROUGH OF BRENT
COPLAND, ELIOT, ROUS & MARY HIGH SCHOOL
Crownhill Road, NW10 4EP
(Roll 1,215 - 11 - 18 Mixed Comprehensive)
Required as soon as possible until 31st August, 1982 - Part time Temporary TEACHER OF INTEGRATED SCIENCE to years 1 - 5, or of BIOLOGY to years 4 and 5. Ability to teach some remedial Mathematics as an advantage. Scale 1.
Brent is fundamentally committed to multi-cultural education. London Allowance of £1,191 per annum is payable, (prorata).
Further information may be obtained from the Head Teacher. Returnable within 14 days. (3330) 134822

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
SHOOTERS HILL SCHOOL
Hickley Lane, Shenley, Milton Keynes MK5 6BW
(Roll 1,000 Comprehensive approx 1015 on roll)
Required immediately a qualified teacher of science. This is a temporary post to cover for maternity leave. The successful candidate will teach pupils in the 11 - 16 age range who are following either integrated or single science courses. Some GCE 'A' level work in Physics or Biology would be available for a suitable candidate. A teacher able to work with pupils of limited ability in Science would be welcomed. Scale 1 post.
Application by letter to the Headmaster, Mr. W. Newton. Holden 'A' to be given curriculum vitae and the names and addresses of two referees. (3330) 134822

BUCKINGHAMSHIRE
COUNTY COUNCIL
SIR FRANK MARKHAM SCHOOL
Waughton Campus, Rainbow Drive, Loadenhill, Milton Keynes MK6 5EH.
Head Teacher: A. K. Harrison B
Number on roll: 850
MATHEMATICS AND SCIENCE SCALE 1
Required September 1982
This comprehensive school opened in 1978 in new buildings (present N.C.R. 850) will have 1400 pupils 12 - 16 and 240 6th Formers within a few years. It is strong form-teacher support for pupils and developing community involvement.
Required for September 1982: Teacher of Chemistry to join Mathematics and Science Faculty. Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms/further particulars available from the Head Teacher on receipt of s.a.e.
Completed application forms to be returned by 25th January 1982. (3331) 134822

CORNWALL
TRURO SCHOOL
Cornwall
(780 boys, girls in sixth form)
SCIENCE MASTER
Required in April 1982 Graduate to teach Physics to 'O' level, Chemistry, both to 'O' level. There may be opportunities for Physics teaching for a suitable candidate.
Apply in writing with curriculum vitae plus names and addresses of two referees to the Headmaster, PLEASE MARK ENVELOPE PERSONAL. Applications only to short-listed applicants. (3330) 134822

EAST SUSSEX
COUNTY COUNCIL
L. SEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea, TN39 4NT
(Mixed Comprehensive 11 - 16, 1338 on roll.)
Required April, 1982 a teacher for Science, Scale 1. Qualifications to teach Physics to 'O' Level would be desirable. A temporary appointment for one term would be considered.
ST THOMAS PEACOCKE SCHOOL
The Grove, Rye, TN31 7YQ
(Mixed Comprehensive 11 - 18, 1338 on roll)
Required April or September, 1982. Graduate Teacher capable of teaching Chemistry to 'O' Level and Physics to 'O' level possibly to 'A' level. Scale 1.
Successful candidates would be expected to establish the department and given full range of teaching. Excellent opportunity and challenge for enthusiastic young teacher.
Relocation grants available in appropriate cases for permanent appointments.
Application form (s.a.e. please) available from the appropriate Headmaster. (3330) 134822

HAMPSHIRE
OAKLANDS R.C. SCHOOL
Baker's Hill Road, Waterlooville, Hants
(mixed comprehensive 11 - 18, 1,000 on roll)
Required Summer Term teacher of Physical Science Lower & Middle School with interest in and advantage - scale 1 (roundvention). Qualified Roman Catholic doctrine. Closing date 21.1.82.
Apply Headmaster. (3330) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
THE CEDARS COMPREHENSIVE SCHOOL
Rochester Road, Gravesend DA12 2SJ
Required for April 1982 or as soon as possible, teachers of Physics with ability to help with Chemistry and Mathematics an advantage. Applications will be welcomed from teachers at present in the area. This is a good opportunity to join an expanding and successful department.
St. John's is a 6-form entry mixed school, re-organised as an 11 - 18 comprehensive in 1974. There are 850 pupils on roll, including 130 in the sixth form. These numbers are expected to grow during the next years.
Further details and application form from the Headmaster at the school (telephone Gravesend 5 St. Mundy, to be returned to Canon Brook, Parsonage Street, Gravesend, as soon as possible.
ST JOHN'S CATHOLIC 6TH FORM ENGLAND SCHOOL
Old Road East, Gravesend, Kent DA11 0LS
(600 boys and girls, including 130 in the Sixth form. Required for the Autumn Term 1982 or earlier if possible a teacher Chemistry to teach at all levels up to G.C.E. 'O' and 'A' level.
St. George's is an all-ability school by Agreement School run jointly by the Kent Education Authority and the Rochester Diocese. It is situated pleasantly on the edge of the town and facilities are good.
Apply in writing, giving full details of qualifications and experience and naming two referees to the Headmaster. (3330) 134822

KIRKLEES
METROPOLITAN COUNCIL
MIRFIELD HIGH SCHOOL
Mirfield, Mirfield, West Yorkshire WF14 9BZ
(REF: 5331)
Required as soon as possible, temporary Scale 1 Teacher of Physics (Scale 3) to teach to 'O' and 'A' level. Ability to teach Mathematics also desirable.
Letters of application, with names and addresses of two referees, to the Head Teacher at the above address. (3333O1) 134822

KIRKLEES
METROPOLITAN COUNCIL
HONLEY HIGH SCHOOL
(800 boys and girls 11 - 16 Form - 193)
Station Road, Honley
Huddersfield HD7 2QJ
(REF: 5311)
Required for September 1982 at this 11 - 16 comprehensive school, teacher SCALE of Physics within a few years, it has strong form-teacher support for pupils and developing community involvement.
Please apply by letter to the Headmaster giving full curriculum vitae, and names and addresses of two referees.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms/further particulars available from the Head Teacher on receipt of s.a.e.
Completed application forms to be returned by 25th January 1982. (3331) 134822

MERTON
LONDON BOROUGH OF MERTON
WIMBLEDON COLLEGE
(Roll 970 Boys: Voluntary Aided 11 - 18)
Edge Hill, London SW19 4NS
Tel: 01-946 6291
Required for January 1982. Part time (4 Yes per) of Chemistry to 'O' Level. Full details from the Headmaster to whom application should be made giving full curriculum vitae. (This is a re-advertisement, previous applicants need not re-apply). (3330) 134822

NORTH YORKSHIRE
COUNTY COUNCIL
FULFORD SCHOOL
Fulfordgate, Fulfordgate Lane, York, YO1 4LY
1000 pupils 11 - 18 mixed comprehensive.
Required from Easter 1982 an Assistant Teacher of SCIENCE, Scale 1 to share with 3 others principally teaching Combined Science to 'O' level with ability to take Physics to CSE and 'O' Level and Chemistry to 'O' level considerable advantage.
The school is situated in a pleasant residential area in the southern part of the city, and the pupils live in the city and the villages to the south and east of York.
Further details and application form from the Headmaster at the school (s.a.e. please). (3331) 134822

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
GREENHILL UPPER
Falinge Road, Rochdale
(13 - 18)
Tel: Rochdale 31946

Part-time Science (Physics/Chemistry) Scale 1 for five sessions per week.

Application forms and further particulars (s.a.e please) may be obtained from the Headmaster to be returned by 18th January 1982. (3330) 134822

SURREY
ROSEBERRY SCHOOL
White Horse Drive, Epsom
NOW 660 girls 13 - 18 years.
URGENTLY teacher required for classes in Biology, including CSE, GCE 'O' and 'A' level. Part time considered.
Telephone: Epsom 20424 (3331481) 134822

Social Studies

Scale 2 Posts and above

WARWICKSHIRE
ATHERSTONE SCHOOL
Long Street, Atherstone, Cv9 1AE
(12 - 18 comprehensive, 1,100 on roll)
Required April or September 1982, Head of Library/Resources Centre. Graduate, specialist, Scale 3. Person appointed will be expected to provide imaginative, efficient organisation to enable individual learning. Also should be prepared to contribute to other aspects of school life. Resource Centre is the responsibility of two members of staff.
Apply by letter to the Head at the school giving names and addresses of two referees. Further details available on application from the Headmaster at Atherstone 5845. Closing date 30th January, 1982. (3330) 134822

Speech and Drama

Heads of Department

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE ILFORD SCHOOL
Browning Road, London E12 6AT
(Mixed 11 - 16 Comprehensive)
Number on roll: 1300
HEAD OF DRAMA
Required April 1982 a good standard of production has been established. Two Drama assistants. London Allowance £1595, plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 19th January 1982.
Application forms (s.a.e. please) available from the Director of Education, Broadway, Stratford, London, E15 4BH. (3330) 134822

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE ILFORD SCHOOL
Browning Road, London, E12 6AT
(Mixed 11 - 16 Comprehensive)
Number on roll: 1300
HEAD OF DRAMA
Required April 1982 a good standard of production has been established. Two Drama assistants. London Allowance £1595, plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education, to whom completed forms should be returned by 19th January 1982.
Application forms (s.a.e. please) available from the Director of Education, Broadway, Stratford, London, E15 4BH. (3330) 134822

WIGAN
METROPOLITAN BOROUGH OF WIGAN
MESNES ST. ABRAHAM GUEST HIGH SCHOOL
Mesnes Park, Wigan WN6 8NH
(11 - 16 mixed comprehensive)
Required for Summer term 1982
HEAD OF DRAMA
(Scale 2)
Application forms and further particulars (s.a.e please) to be obtained from the Head of the School. Closing date 18th January 1982. (3330) 134822

Scale 2 Posts and above

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH ADULT EDUCATION CENTRE
Re-advertisement
An experienced drama organiser is required for this post. The successful applicant will be the third member of the team of tutors responsible for the use of drama in the Adult Education Service. Secondary and Special Needs experience, together with an interest in youth and team teaching programmes would be appropriate. The successful applicant will be expected to undertake work of a pioneering nature, and to contribute to the teaching of certain courses which are known as the A.D.E. (Extra) programme, as well as the normal programme.
Application forms and further details from the Principal, Tolworth Adult Education Centre, Ewell Road, Surbiton, Surrey KT6 7EL. (s.a.e. please). Closing date 22nd January 1982, by which application forms should be returned. (3330) 134822

Scale 1 Posts

DORSET
PORTLAND COUNTY SECONDARY SCHOOL
St. George's Hill, Easton, Portland
(600 mixed)
Teacher (Scale 1) required for April 1982 or earlier, to teach Physics and Chemistry to 'O' level.
Further details and application form available from the Headmaster to whom completed forms should be returned by 25th January 1982. (3330) 134822

Technical Studies

Heads of Department

STAFFORDSHIRE
EDUCATION COMMITTEE
LONGTON HIGH SCHOOL
Box Lane, Meir, Stoke-on-Trent ST3 5PA
Required for Easter, 1982 HEAD OF FACULTY OF TECHNOLOGY (Scale 3) for this 11 - 18 comprehensive school of 1,000 pupils. The post carries responsibility for organising the seven departments in the faculty with a range of courses from CSE to 'A' level. Qualifications and experience should be appropriate to the above duties.
Application forms obtainable from and returnable to the Headteacher (s.a.e. please).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (3328851) 134820

SHROPSHIRE
EDUCATION COMMITTEE
MADELEY COUNTY SECONDARY SCHOOL
Court Street, Madeley, Telford TF7 5DZ
(Forms entry mixed 11-16 comprehensive)
Required for April. Scale 1 (Plus) Specialist creative teacher to teach physics. Interest in metals. The person appointed should feel able to operate within an authentic team committed to the comprehensive ideal of making science accessible to students in a mixed ability teaching situation. Further details and application forms from the Headmaster at the school (s.a.e.). (3330) 134822

SURREY
EDUCATION COMMITTEE
THOMAS BRIDGE
Manor Road, Ash, Aldershot, Hants
(13 - 18)
SCALE 1 SCIENCE Department.
PHYSICS as advantage but not essential.
Apply by letter to Head of Technology Department. Full previous experience, qualifications, names of referees. (3330) 134822

SURREY
EDUCATION COMMITTEE
THOMAS BRIDGE
Manor Road, Ash, Aldershot, Hants
(13 - 18)
SCALE 1 SCIENCE Department.
PHYSICS as advantage but not essential.
Apply by letter to Head of Technology Department. Full previous experience, qualifications, names of referees. (3330) 134822

SURREY
EDUCATION COMMITTEE
SPECIAL SCHOOLS
FAIRMEAD, RSN (SI) SCHOOL, MUDFORD ROAD, YEOVIL
Required from the 1st February 1982 a temporary teacher for 2 terms for a team teaching situation in the middle school department, aged 12 to 13, interested in PE an advantage.
Applications by letter to the Head at the school with curriculum vitae and names of 2 referees.
Closing date 18th January, 1982.

Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated, application forms and details (SAE foolscap) from the Head of the appropriate School.
Please quote reference B/1 on correspondence.

FURTHER EDUCATION
SOMERSET COLLEGE OF ARTS AND TECHNOLOGY
Applications are invited from suitably qualified and experienced candidates for a new post of Associate Vice Principal from 1st April, 1982. Salary in the Vice Principal range for a group 5 college.
Application form and Article 16(4) (Ed) Inf. Chief Administrative Officer, Somerset College of Arts and Technology, Wellington Road, Taunton, Somerset TA1 5AX.
Closing date 25th January, 1982.

SECONDARY
TAUNTON SCHOOL, BRIDGWATER
(11-18 mixed secondary, 1047)
From April 1982 well qualified and experienced teacher to take charge of music (scale 2).
Application by letter stating names and addresses of 2 referees, to the Head at the school.
Closing date 16th January 1982.

STANSWEIER SCHOOL, ISTOKE BUSHMOOR, NEAR YEOVIL
(11-16 mixed secondary, 530)
From April 1982 teacher of metal work and also another strong scale 1 to teach such subject to GCSE level.
Application forms and details (SAE) from the Head at the school.
Closing date 25th January 1982.

PRIMARY DEPUTY HEADSHIP
BRENT GROVE SCHOOL, WELLINGTON (NOR812)
For April 1982 Deputy Head for this group six-junior school.
Application form and further details (SAE) from the head at the school.
Closing date 29 January 1982.

Applications are invited for the following Deputy Headships:-
1. Ashbrooke VC First School, Crewkerne (NOR200).
4½ to 9 first school.
For April 1982 Deputy Head group 4:
2. Chaddon County First School (NOR187).
For April 1982 Deputy Head group 4.
Application forms and further details (SAE) from the appropriate Head at the school.
Closing date 18th January 1982.

PRIMARY
ST MARY'S PRIMARY SCHOOL, BRIDGWATER (273)
Required for April 1982 an enthusiastic and keen teacher for juniors, together with a scale 2 post for music throughout the school.
Full details and form of application available from the Headmaster at the school (SAE required).
Closing date 22nd January 1982.

SPECIAL SCHOOLS
FAIRMEAD, RSN (SI) SCHOOL, MUDFORD ROAD, YEOVIL
Required from the 1st February 1982 a temporary teacher for 2 terms for a team teaching situation in the middle school department, aged 12 to 13, interested in PE an advantage.
Applications by letter to the Head at the school with curriculum vitae and names of 2 referees.
Closing date 18th January, 1982.

SECONDARY TECH STUDIES
continued

Scale 2 Posts and above

BUCKINGHAMSHIRE
COUNTY COUNCIL
SIR FRANK MARKHAM SCHOOL
Waughton Campus, Rainbow Drive, Loadenhill, Milton Keynes MK6 5EH
Head Teacher: A.K. Harrison BA
TECHNICAL STUDIES Scale 3.
Required September 1982.
This comprehensive school opened in 1978 in new buildings (present N.C.R. 850) will have 1400 pupils 12 - 16 and 240 6th Formers within a few years. It is strong form-teacher support for pupils and developing community involvement.
Required for September 1982. Teacher of Technical Studies Faculty responsible for Craft Design and Technology to teach up to 'O' and 'A' level. Curriculum vitae and names of two referees to the Headmaster as soon as possible.
Salary - Burnham Scale 3 with London Area Allowance.
Please send SAE for application form from and returnable to the Head Teacher at the above address as soon as possible. (3330) 134822

EALING
LONDON BOROUGH OF EALING
DORMERS WELLS HIGH SCHOOL
Dormer Wells Lane Southall
Middx UB1 2HZ
Mixed 12 - 18 Comprehensive: 1230 on roll
Headmaster: D G Owen BSc.
Required as soon as possible, teacher of Technical Studies Scale 1/3 for Craft, Design and Technology and experience.
Teaching will be in a fully integrated Design/Technology Faculty in which the main emphasis will be taught to 'A' level. Ability to teach Electronics would be an advantage. Candidates are prepared for CSE, 'O' and 'A' level G.C.E.
Application forms and further details are available from the school upon receipt of s.a.e. or telephone Reading 97347. Closing date-January 25. (3331) 134822

BUCKINGHAMSHIRE
COUNTY COUNCIL
SIR FRANK MARKHAM SCHOOL
Waughton Campus, Rainbow Drive, Loadenhill, Milton Keynes, MK6 5EH
Head Teacher: A. K. Harrison BA
Number on roll: 950
TECHNICAL STUDIES Scale 1
Required September 1982.
This comprehensive school opened in 1978 in new buildings (present N.C.R. 850) will have 1400 pupils 12 - 16 and 240 6th Formers within a few years. It has strong form-teacher support for pupils and developing community involvement.
Required in September 1982, Teacher of Craft Design and Technology (male/female) in the Technical Studies Faculty.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms/further particulars available from the Head Teacher on receipt of s.a.e.
Completed application forms to be returned by 25th January 1982. (3331) 134822

CROYDON
LONDON BOROUGH OF CROYDON

ST. JOSEPH'S COLLEGE R.C. Beulah Hill, Upper Norwood, London SE19

Telephone: 01-761 1426/7

Tenable: As soon as possible

RC Voluntary Aided School (1,100 boys: 11 - 18) 500 in Sixth Form. Conducted by the De La Salle Brothers. Teacher for Design and Technology required to be in charge of the Drawing Office and to share in work in other areas of the Department. Modern and well equipped workshops. Courses to 'O' and 'A' levels. Curriculum vitae and names of two referees to the Headmaster as soon as possible.

Salary - Burnham Scale 3 according to suitable applicant. With London Area Allowance.

Please send SAE for application form from and returnable to the Head Teacher at the above address as soon as possible. (3330) 134822

EALING
LONDON BOROUGH OF EALING
DORMERS WELLS HIGH SCHOOL
Dormer Wells Lane Southall
Middx UB1 2HZ
Mixed 12 - 18 Comprehensive: 1230 on roll
Headmaster: D G Owen BSc.
Required as soon as possible, teacher of Technical Studies Scale 1/3 for Craft, Design and Technology and experience.
Teaching will be in a fully integrated Design/Technology Faculty in which the main emphasis will be taught to 'A' level. Ability to teach Electronics would be an advantage. Candidates are prepared for CSE, 'O' and 'A' level G.C.E.
Application forms and further details are available from the school upon receipt of s.a.e. or telephone Reading 97347. Closing date-January 25. (3331) 134822

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST. GEORGE'S SCHOOL
Harpenden Herts
(Equivalent to Group 10.
Co-educational
Teacher of Technical Studies (Scale 2) required for beginning of September Term on appointment to share in work at all levels including GCE 'O' Level Design and Technology.
Applications to Headmaster immediately naming two referees. (3330) 134820

Opportunities with Nottinghamshire

OPPORTUNITIES WITH NOTTINGHAMSHIRE
Unless otherwise stated the following posts are required for the Summer Term, 1982.
Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope.
Closing date 22nd January, 1982 unless otherwise indicated.

SUTTON CENTRE SCHOOL, High Pavement, Sutton-in-Ashfield, Notts. NG17 1EE
Headmaster: T. King, J.P., B.A. Mixed: 1300 (11–18)
Chemistry Scale 2
For Easter, teacher (Scale 2) of Chemistry to join a hard-working team committed to mixed-ability teaching. Responsibilities include teaching Chemistry up to 'A' level. Successful applicant will play a leading part in the organization of Chemistry teaching.

REDHILL SCHOOL, Redhill Road, Arnold, Nottingham NG5 8GX
Headmaster: R. F. Bettersby, B.A. Mixed: 1270 (11–18)
French Scale 2
For Easter, experienced teacher (Scale 2) of French to teach throughout the school. Successful applicant will have specific responsibility for the equipment of four language laboratories. The school's second Modern Language is German.

PADSTOW COMPREHENSIVE SCHOOL, Padstow Road, Bestwood Estate, Nottingham NG5 5GH
Headmaster: B. S. Samuels, M.Phil., B.A.(Hons), A.C.P., F.R.G.S. Mixed: 1116 (11–16)
Science Scale 3
For Easter, well-qualified and experienced teacher (Scale 3) as second in the Science Department. The successful applicant will be expected to teach to all levels of ability.

MINSTER SCHOOL, Church Street, Southwell, Notts.
Headmaster: G. Whitaker, M.Sc. Mixed: 1370 (11–18)
Residential Housemaster Scale 1
For Easter, teacher (Scale 1 + Boarding Allowance) required as Residential Housemaster. Preferred teaching subjects are French and German.
Further details available (s.a.e.) from the Head Teacher.

MANNING SCHOOL, Gregory Boulevard, Nottingham NG7 6PA
Headmistress: Mrs M. Clark. Girls: 750 (11–16)
Religious Studies Scale 1
For Easter, teacher (Scale 1) of Religious Studies. This is a prestigious subject in a multi-faith school where commitment to World Religions is essential.

KIMBERLEY COMPREHENSIVE SCHOOL, Newdigate Street, Kimberley, Nottingham NG16 2NJ
Headmaster: D. T. Dowell, M.A. Mixed: 1300 (11–18)
French Scale 1
For Easter, teacher (Scale 1) of French to join an established language department. The department offers French, German and Spanish to examination level.

HOLGATE COMPREHENSIVE SCHOOL, Hillcrest Drive, Hucknall, Nottingham NG15 8PX
Headmaster: E. J. Round, B.Sc., M.Phil., M.I.Biol. Mixed: 1880 (11–18)
Religious Education Scale 1
Required immediately, teacher (Scale 1) of Religious Education to teach to 'O' and C.S.E. levels as part of a core.

ABBEY C.E. JUNIOR SCHOOL, Memorial Avenue, Worksop, Notts. S80 2BW
Headmaster: R. Bacon. Roll: 395
Deputy Head
For Easter, energetic and enthusiastic Deputy Head Teacher (Group 6).
Further details available (s.a.e.) from the Headmaster.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Other than by Subject Classification

Scale 2 Posts and above

HAMPSHIRE
COWPLAIN SCHOOL
Hart Plain Avenue, Cowplain, Portsmouth
(12 - 16 mixed Comprehensive - 1158 on roll)
Required for Spring or Summer Term Second in Remedial Department. Ability to teach Science an essential Scale 2.
Apply Headteacher, Mr. Hanington, who will send s.a.e. for details and application forms. Closing date: 21.1.82. (3330) 134820

HERTFORDSHIRE
WARE ADOLESCENT UNIT
Collet Road, Ware.
Teacher required to take charge of this small Unit from Easter 1982, which caters for children of secondary age who for various reasons need to be withdrawn from the school situation. Scale 2 post.
Further details and application forms from Divisional Education Officer, Scott House, Ragsdell Road, Hertford. (3326) 134820

DEVON
Please see displayed advertisement on page 43 (3330) 134822

EALING
LONDON BOROUGH OF EALING
EDUCATION SERVICE
PARKLAND HIGH SCHOOL
Bromyard Avenue, Acton, London W3 7HG
Required as soon as possible, a teacher of Boys Craft, Scale 1/2 according to experience. A flexible candidate required to teach Woodwork, Technical Drawing and Metalwork.
£759 London Allowance plus Social Priority Allowance.
Relocation expenses may be payable.
Forms obtainable from the Head at the School (SAE) to be returned as soon as possible. (3331) 134822

ENFIELD
LONDON BOROUGH OF ENFIELD
ST IGNATIUS COLLEGE
(LOWER SCHOOL)
Enfield Road, Enfield, Middx. EN3 7HL
Tel No: 01-363 6296
(Equiv 400 Boys 11 - 13 years
Required from Easter 1982, teacher of Craft, Design and Technology (C.D.T. equivalent to 4 days per week. Well equipped workshops.
London Allowance £498.
Application forms (foolscap SAE) obtainable from the Head Teacher at the School to be returned as soon as possible.
ST. IGNATIUS COLLEGE
Sixth Form Centre
Eastern Avenue, Enfield, Middx. EN2 7HE
Tel No: 01-363 6296
Required from Easter 1982, Teacher of Craft, Design and Technology (C.D.T. equivalent to 4 days per week. Well equipped workshops.
London Allowance £498.
Application forms (foolscap SAE) obtainable from the Head Teacher at the School to be returned as soon as possible.

BRISTOL
Required immediately an assistant teacher of Science and Mathematics to share in the teaching of these subjects, and to teach Physics to C.S.E. standard. This is a fixed term contract, 1 Sept. 1982 to 31 Aug. 1983. This is a well established Comprehensive School of 950 pupils situated in the south of Bristol, convenient to M.4 and M.5 Motorways.
Apply in writing to the Headmistress, Pen Park Girls' School, Pen Park Road, Southmead, Bristol BS10 6XF, giving curriculum vitae and the names and addresses of two referees.

LONDON
KING ALFRED SCHOOL
North End Road, London, NW11 7HY
Required by this all-age co-educational day school a Mathematics teacher for Middle School (7 - 14 years). Some class teaching in interest and skill in teach small groups and individually as required. Need not be a full-time post depending on age of applicant.
Write in the first place to the Head, forwarding a stamped self-addressed envelope for application form. Candidates from Inner London and Outer London Allowances. (3330) 135628

MANCHESTER
CITY OF MANCHESTER
EDUCATION COMMITTEE
TWO POSTS OF CRAFT, DESIGN AND TECHNOLOGY IN SCHOOLS
SCALE 2
Two experienced teachers capable of both teaching with difficult pupils and working with the whole of a High School participating in the D.E.S. Experiment in new techniques in the school for use with difficult pupils and parents.
Application forms and further particulars from the Chief Education Officer, (SC2/C), Education Offices, Crown Square, Manchester, M60 3BB. Closing date is January 25th. (3331) 135628

NORFOLK
THETFORD SOUTH HIGH SCHOOL
Brandon Road, Thetford, IP24 3LH
(No. on roll: 1125)
Required as soon as possible Scale 2 Teacher of Craft, Design and Technology specialising in Woodwork.
Letters of application giving details of qualifications and experience, together with the names of two referees, should be addressed to the Headmaster. (3331) 134822

NORTH YORKSHIRE
COUNTY COUNCIL
LOWFIELD SECONDARY
MODERN SCHOOL
Dijon Avenue, Acomb, York YO2 3DD
Telephone York 791674
Required early in beginning of the Summer Term, 1982.
Specialist teacher of CRAFT, DESIGN and TECHNOLOGY
Candidates should be able to teach woodwork, Metalwork and Technical Drawing to all levels of ability. Facilities in which courses are well established and there is a pleasant workshop and drawing facilities.
Application by letter including curriculum vitae and the names and addresses of two referees, which can be sent in immediately as so

SIXTH FORM & TERTIARY
continued

SURREY
EGHAM COMMITTEE
RUNNYMEDE COLLEGE
Bunbury.
Part-time Lecturer Scale 1 or 2 in Secretarial Subjects required as soon as possible. To teach shorthand (preferably 120 wpm), typewriting and audio typing. Knowledge of Word Processing would be almost full-time.
Further details from College - Tel: Bunbury 82844. 132602

Special Education

Deputy Headships
Second Masters/ Mistresses

BEDFORDSHIRE
EDUCATION SERVICE
SPECIAL EDUCATION
LADY ISA WERNHER SCHOOL FOR TRYSULL
HANDICAPPED CHILDREN
Ashcroft Road, Stopsley, Luton.
Scale 1/2a SAY.
Required from April 1982 to DEPUTY HEADTEACHER. (GROUP 4/5).
Applications are invited from suitably qualified and experienced teachers for the vacancy arising from the promotion of the present Deputy Headship of this school for physically handicapped children aged 2 - 11 years.
Candidates should have experience of working in a multi-disciplinary team and should be familiar with the needs of physically handicapped children. The successful candidate will be expected to take a class of junior pupils and to play a leading role in the development of this school curriculum.
Further details and further application forms may be obtained from the deputy Head Teacher at present, Mr. J. Nicholas (Tel: 32473) not later than 1st January 1982. 160015

BEDFORDSHIRE
EDUCATION SERVICE
SPECIAL EDUCATION
GLEDWOOD E.S.N. SCHOOL
Beech Road, Dunstable, Beds.
Required from April 1982, a Responsible Graduate Teacher Scale 3(6) teacher to take charge of the recording, Annual Review procedure and Parent liaison.
A well qualified and mature person is required for this senior post which will involve the devising and maintaining of a system of the school record system and annual review procedure, in addition to wide experience with mentally handicapped children, essential qualities will include good organising ability and the skill to conduct small case conferences with sensitivity and to record the proceedings. In addition, a class teaching responsibility and small group teacher will be involved.
Application forms and further details are available from the Deputy Head of the School, quoting ref: DS 23 January 1982. (32274) Date: 23 January 1982. 160012

BRENT
LONDON BOROUGH OF BRENT
COLLEGE GREEN (ESN) SCHOOL
Dollis Hill, NW2
(Roll: 115 - 16 years)
Required from Summer Term 1982 DEPUTY HEAD (Scale 4(6)). We are looking for a senior teacher of proven ability to assist and qualified in the teaching of pupils (usually maladjusted children.
VERNON HOUSE SCHOOL
(61 Willesden Lane, NW6 7YJ
(Roll: 110 Special School for Maladjusted Children)
Required from April 1982 DEPUTY HEAD (Group 4(6)) of this school for maladjusted disturbed boys and girls who are referred with a wide range of behavioural and personal problems. The school has a satisfactory ratio and a majority of children are eventually returned to normal school. The successful applicant will be able not only to stimulate in the classrooms, but also to maintain contact with these difficult and disturbed children and to work harmoniously with child guidance teams associated with the school. Applicants should have sound experience in dealing with maladjusted children and the ability to support staff in a multidisciplinary team. Intending applicants may visit the school by arrangement with the Headmaster, Mr. [illegible] Rabb, to discuss any informal matters the school. Grant is fundamentally approved for the purposes of education. London Allowance of £755 may be payable. Where there is a scheme for assistance with removal expenses (including lodging fees etc., travelling and subsistence allowances) this will independently committed to Multi-cultural education (forms (sae) for above posts from C.B. Chesterfield House, 6 Bedford Square, London WC1B 3AW, returnable to the Head of the School by 29 January 1982. 160016

BEDFORDSHIRE
EDUCATION SERVICE
SPECIAL EDUCATION
GLEDWOOD E.S.N. SCHOOL
Beech Road, Dunstable, Beds.
Required from April 1982, a Responsible Graduate Teacher Scale 3(6) teacher to take charge of the recording, Annual Review procedure and Parent liaison.
A well qualified and mature person is required for this senior post which will involve the devising and maintaining of a system of the school record system and annual review procedure, in addition to wide experience with mentally handicapped children, essential qualities will include good organising ability and the skill to conduct small case conferences with sensitivity and to record the proceedings. In addition, a class teaching responsibility and small group teacher will be involved.
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OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
HILL TOP (ESN(S)) SCHOOL
Moorside Avenue, Oldham
Required for Easter 1982 at this modern, purpose-built 11 - 16 mixed day school for pupils with severe learning difficulties, DEPUTY HEAD (Scale 4 (6)/Group 5) School. The successful candidate will be required to teach the more functioning pupils in the older age groups (14 - 16 years), additional training in special education desirable.
Send for application form to Director of Education, Education Office, Old Town Hall, Middleton Road, Chadderton, Oldham, OL9 0PP, returnable to him by 22nd January. (33419) 160012

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
LITTLE HEATH SCHOOL
Heinault Road, Little Heath, Romford.
(Tel: No. 01-599 4864)
Headteacher - Mr. T. B. Rigby, Dip.Ed.
Required for Easter, 1982, DEPUTY HEADTEACHER in this school (Group 5(8)) for secondary pupils with moderate learning difficulties. The successful applicant's exact duties will be determined in the light of his/her own interests and skills but these could include development of the Lower School curriculum and of home/school liaison. Some good facilities, with a strong emphasis on practical learning skills and involvement.
Outer London Allowance is payable and there is a scheme of assistance with moving expenses.
Further details and application forms are available from the Chief Education Officer, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN and the completed forms should be returned to the Headteacher at the School by 29th January 1982. (33357) 160015

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE
EDUCATION DEPARTMENT
HIGH BIRCH SCHOOL ESN
Bolden Road, Rochdale
Tel: Rochdale 31752
DEPUTY HEAD TEACHER
SCALE 4S
The Governors are looking for a person with a wide experience in the education of children with learning difficulties in a school for children aged 5 to 16 (increasingly children are staying on to the age of 19).
Application forms available on receipt of stamped addressed envelope from the Head Teacher at the school to whom they should be returned by 25th January 1982. (33148) 160013

STAFFORDSHIRE
ADSON COMMITTEE
ASHLEY RESIDENTIAL SCHOOL
for Deaf Children, Ashley, Nr. Market Drayton, Shropshire, TF9 4LS
Applications are invited for the following posts at this senior (Group 5) Residential Maintained School (Group 3(6)):-
DEPUTY HEADTEACHER
SENIOR TEACHER
Applications are invited for the following posts at this senior (Group 5) Residential Maintained School (Group 3(6)):-
DEPUTY HEADTEACHER
SENIOR TEACHER
Joint applications welcome; single applications also considered.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. 160019
22nd January. (33419)

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
LITTLE HEATH SCHOOL
Heinault Road, Little Heath, Romford.
(Tel: No. 01-599 4864)
Headteacher - Mr T. B. Rigby, Dip.Ed.
Required for Easter, 1982, DEPUTY HEADTEACHER in this school (Group 5(8)) for secondary pupils with moderate learning difficulties. The successful applicant's exact duties will be determined in the light of his/her own interests and skills but these could include development of the Lower School curriculum and of home/school liaison. Some good facilities, with a strong emphasis on practical learning skills and involvement.
Outer London Allowance is payable and there is a scheme of assistance with moving expenses.
Further details and application forms are available from the Chief Education Officer, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN and the completed forms should be returned to the Headteacher at the School by 29th January 1982. (33357) 160015

SANDWELL
METROPOLITAN BOROUGH OF SANDWELL
BLAKELEY DAY ESN(M) SCHOOL WITH ESN (S) UNIT
Dudley Road East, Oldbury, Warley, West Midlands Tel: Warley 021-552 2821
Headteacher Mr A. Lockley
Required for Summer Term 1982.
HEAD OF DEPARTMENT -
Special Unit Scale 3 (8) (profoundly handicapped ESN (S) pupils 5 - 19 years).
Applications are invited for the above senior teaching vacancy that has arisen due to promotion to the Deputy Headship of an ESN (M) School or the present holder. Applicants must have a good teaching experience and a Diploma in the Education of the Mentally Handicapped and experience in working with severe learning difficulties or a comparable qualification.
Application forms and further details are available from and returnable etc Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands B70 8RU closing date 25th January, 1982.
Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races and to registered disabled people. Canvassing of members of the authority will disqualify. (33133) 160016

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH OF BEXLEY
WESTBROOK SCHOOL
Welling
An experienced Primary teacher required at the above school for 55 maladjusted infant and junior pupils. A particular expertise and experience in one of the following areas: Remedial/Mathematics/Science. A Scale 3 (8) post is available and the appointment is to date from the Summer Term 1982 unless an earlier appointment is possible. Assistance with removal expenses, legal fees and disturbance allowances can be considered. (33313) 160080

BOLTON
METROPOLITAN BOROUGH
FIRWOOD SPECIAL SCHOOL
Bromley Road
Crompton Way, Bolton, BL1 5VT
Group 5(8)
Co-ordinator of Home/School/Community Relations - Scale 3(8). Required from April 1982 an experienced teacher with an additional qualification in Special Education to develop this newly created post.
Application forms and further particulars available from Director of Education, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 20th January, 1982. (30811) 160030

BOLTON
METROPOLITAN BOROUGH
FIRWOOD SPECIAL SCHOOL
Bromley Road
Group 5(8)
Crompton Way, Bolton BL1 5VT.
Co-ordinator - Home/School/Community Relations - Scale 3(8). Required from April 1982 an experienced teacher with an additional qualification in Special Education to develop this newly created post.
Application forms and further particulars available from Director of Education, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 20th January, 1982. (30811) 160030

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATIONAL PSYCHOLOGY SERVICE
Required as soon as possible, teacher to join a small team of specially trained staff in providing at schools in the Aylesbury Vale area. Scale 3.
Assistance with removal expenses is given in approved cases.
Application form and further particulars (s.a.e.) from: County Education Officer, Room 135, County Hall, Aylesbury, Bucks. HP20 1UA. Closing date 18 January. (33218) 160068

BUCKINGHAMSHIRE
COUNTY COUNCIL
WILLIAM HARDING COUNTY BOYS' HOSTEL
Aylesbury
Teacher with responsibility for the boarding of County Handicapped Children.
Scale 3(8) for suitable schools, other than by subject, scale 2. Above. (30892)
CAMBRIDGESHIRE
CAMBRIDGE AREA
THE QUEEN ETHELDA SCHOOL
Applications are invited for a Scale 3(8) post to assist the Head Teacher in charge of children with severe learning difficulties. Particular interest in music would be welcomed. Previous applicants are being considered.
Application forms and further details from Education Officer, Shire Hall, Cambridge, to be returned by 30th January. (33215) 160069

BOLTON
METROPOLITAN BOROUGH
FIRWOOD SPECIAL SCHOOL
Bromley Road
Crompton Way, Bolton, BL1 5VT
Group 5(8)
Co-ordinator of Home/School/Community Relations - Scale 3(8). Required from April 1982 an experienced teacher with an additional qualification in Special Education to develop this newly created post.
Application forms and further particulars available from Director of Education, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 20th January, 1982. (30811) 160030

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATIONAL PSYCHOLOGY SERVICE
Required as soon as possible, teacher to join a small team of specially trained staff in providing remedial help at schools in the Aylesbury Vale area. Scale 3.
Assistance with removal expenses is given in approved cases.
Application form and further particulars (s.a.e.) from: County Education Officer, Room 135, County Hall, Aylesbury, Bucks. HP20 1UA. Closing date 18 January. (33218) 160068

BUCKINGHAMSHIRE
COUNTY COUNCIL
WILLIAM HARDING COUNTY BOYS' HOSTEL
Aylesbury
Teacher with responsibility for the boarding of County Handicapped Children.
Scale 3(8) for suitable schools, other than by subject, scale 2. Above. (30892)

CAMBRIDGESHIRE
CAMBRIDGE AREA
THE QUEEN ETHELDA SCHOOL
Applications are invited for a Scale 3(8) post to assist the Head Teacher in charge of children with severe learning difficulties. Particular interest in music would be welcomed. Previous applicants are being considered.
Application forms and further details from Education Officer, Shire Hall, Cambridge, to be returned by 30th January. (33215) 160069

CHESHIRE
BOYS' & GIRLS' WELFARE SOCIETY
BETHESDA SPECIAL SCHOOL
Cheadle, Cheshire
HEAD TEACHER, SCALE 5(8)
The retirement of the present Head Teacher causes the Managers of this maintained special school to seek a replacement for the beginning of the Summer Term 1982.
The successful candidate will have full responsibility for the day-to-day organisation and management of the school, which caters for physically handicapped and educationally subnormal children of secondary school age and has a current register of 68 pupils, day and residential (12) and day. Accommodation is of high standard and performance is to the Mansfield Committee.
Candidates should be appropriately qualified and experienced, and should have undertaken an advanced course in some aspect of the education of handicapped children. In particular the successful applicant will seek a person to continue the development of the school along lines already established following the Warnock and the 1981 Act.
The school enjoys a firm, mutually advantageous link with Stockport Local Education Authority, whence a majority of its pupils come.
Closing date for applications, 22nd January, 1983.
Application forms and full information from: The General Secretary, Boys' & Girls' Welfare Society, Central Office, 91a Schools Hill, Cheadle, Cheshire SK8 1BS. Tel: 061-428 5256 (3 lines). (30526) 160030

CLEVELAND
COUNTY OF CLEVELAND
TWO PERIPATETIC TEACHERS OF DEAF HEARING IMPAIRED CHILDREN
SCALE 3
Required for April, 1982, or as soon thereafter as qualified teachers of hearing impaired children to work with deaf children in a well established team. For the first post there will be a concentration on young children and their families, with a focus upon parent guidance. The balance of duties will involve a brief similar to that of the second post, i.e. teacher and pupil support in mainstream education to a wide range of hearing impaired pupils. The second post is primarily concerned to co-ordinate learning programmes for pupils in mainstream education and to provide appropriate technological aids and equipment. Both posts require flexible and effective use in homes and ordinary schools of resources available. Candidates should indicate in which posts they are interested.
Financial assistance with removal household removal expenses is available in approved cases.
Application forms and further details of age ranges involved may be obtained from the Assistant Chief Education Officer (Special Services), Education Department, Municipal Buildings, Middlesbrough TS1 2QH.
Required for April 1982 a teacher to co-ordinate the work of the Education Department's co-educational boarding school for maladjusted children and young people. The teacher should have a knowledge of remedial methods for children with emotional and behavioural difficulties and some experience in modification of behaviour. The successful candidate would be responsible to carry out some supervisory duties for which a Scale 3 (8) post is graded. Scales 3 (8) for suitable candidates. Application forms and further details are available from the Head of Service for Boarding Facilities, Education Department, Municipal Buildings, Middlesbrough TS1 2QH. Closing date 25th January. (33216) 160080

HERTFORDSHIRE
TEWIN WATER SCHOOL
Digswell, Welwyn, Hertfordshire.
Required from the start of the Summer Term 1982 teachers with appropriate qualifications and experience to take responsibility for Remedial teaching throughout the school for Maladjusted pupils.
SCALE 3S plus outer London fringe allowance.
Application forms and further details are available from the Head, s.a.e. please.
Previous applicants will be considered and need not apply. (32508) 160020

HILLINGDON
BOROUGH OF HILLINGDON
PARK PLACE SCHOOL
Ramsahm Hill
Ramley-on-Thames, Oxon
(Ramley-on-Thames (04615) 4587)
Required for January 1983 a teacher for this Residential Special School for Boys (Delicate) aged 7 - 13 with a variety of pupils on roll age from 11 - 15+.
The successful applicant should have a particular interest in developing Art and PE throughout the school, and would be responsible for a small group of senior pupils in need of support in basic subjects.
The school works an established day and the staff undertake additional duties (35+ hours per week) for which an allowance is paid. A Scale 3 post is available for a suitably qualified and experienced candidate.
Applicants are invited to visit the Head during term to arrange an informal visit to the school.
Application forms from and returnable to the Director of Education, Civic Centre, The Bridge, Uxbridge (Telephone Uxbridge 50111 ext. 2894) Date: 25.1.82. (33228) 160080

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
VALENCE SCHOOL
Westerham, TN16 1QN
Group 4(6)
Required for April 1982 a teacher to co-ordinate the work of the Education Department's co-educational boarding school for maladjusted children and young people. The teacher should have a knowledge of remedial methods for children with emotional and behavioural difficulties and some experience in modification of behaviour. The successful candidate would be responsible to carry out some supervisory duties for which a Scale 3 (8) post is graded. Scales 3 (8) for suitable candidates. Application forms and further details are available from the Head of Service for Boarding Facilities, Education Department, Municipal Buildings, Middlesbrough TS1 2QH. Closing date 25th January. (33216) 160080

LINCOLNSHIRE
SANDON SCHOOL
Grantham
ASSISTANT
Scale 3 Roll 90

Required from summer term, 1982 for residential purposes and to be responsible for PE and outdoor activities at this 4 - 16 years mixed ESN (M) school which is a Special Care Unit for 16 children.

Further particulars and forms from: Divisional Education Officer, Eastgate, 2a Lincoln Road, Sleaford, Lincs. Closing date 22 January 1982 (33323) 160020

MANCHESTER
DELAMERE SCHOOL, ESN (M)
Elm Road, Sale, Cheshire.
Manchester M33 3WA
061-747 5803
TEACHER (Scale 3S). RESPONSIBILITY FOR SWIMMING
An experienced teacher is required to work with severely mentally handicapped children to lead a small team working with actual swimmers. Specific responsibility will be taken for a group of pupils and the planning of group activities. We are seeking a person with a positive contribution to make to the development of this area of activity. Application forms are available from the Head Teacher, Mr. D. Quinlan, Delamere School at above address. Closing date 22 January 1982. (33323) 160020

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
WELBURN HALL SCHOOL
Kirkbymoorside
Required for April/May 1982 a qualified and experienced teacher of the deaf to teach a class of deaf children and to undertake peripatetic and itinerant duties will be undertaken.
Salary: Burnham Scale 1 (+£465 + £215 if available for a suitable candidate.
Application form and further particulars are available upon receipt of a stamped addressed envelope to be returned by 25 January 1982 from the County Education Officer, Room 135, County Hall, Northallerton DL7 8AE. (33265) 160020

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SPECIAL EDUCATION
SCHOOL AND SUPPORT SERVICES
REPORT TEACHERS
(PERIPATETIC) SCALE 3
Four teachers are required to work within the Harrogate, Northallerton/Stockesley, Thirsk/Ripon and Whitby areas. Each applicant should be suitably qualified in the education of children with special needs and experienced in remedial or mainstream teaching. The teachers will have responsibility for liaison in their areas of the curriculum for children with a variety of learning difficulties.
A casual car user allowance will be paid to those applicants need not re-apply.
Salary: Burnham Scale 3.
Further particulars and further application forms may be obtained from the Director of Education, County Hall, Northallerton DL7 8AE. (33324) 160020

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SPECIAL EDUCATION
LITTLE HEATH SCHOOL
Heinault Road, Little Heath, Romford, RM6 5LA
(Tel: No. 01-599 4864)
Headteacher - Mr T.B. Rigby, Dip.Ed.
Required for Easter 1982 suitably qualified and experienced TEACHER (Scale 3(6)) to develop the teaching of number and language programmes in this school for secondary pupils with moderate learning difficulties. The successful candidate would be expected to have extensive knowledge of the content of remedial and the appropriate experience to develop other important areas such as communication, creative and aesthetic activities. In addition the school would welcome the active involvement of language programmes across the curriculum.
Outer London Allowance is payable and there is a scheme of assistance with moving expenses.
Further details and application forms are available from the Chief Education Officer, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN and the completed forms should be returned to the Headteacher at the School by 29th January, 1982. (33357) 160020

SALFORD
CITY OF SALFORD
EDUCATION COMMITTEE
REGULEY COUNTY PRIMARY SCHOOL
Pendlebury
Nursery Rearing Unit
Liverpool Street, Salford M6 8QW
Re-Advertisement
Required for Sept/May 1982 a qualified and experienced teacher in this specialised unit for physically handicapped children, and for a nursery assistant. Responsible and unfamiliar duties will be undertaken.
Salary: Burnham Scale 1 (+£465 + £215 if available for a suitable candidate.
Application form and further particulars are available upon receipt of a stamped addressed envelope to be returned by 25 January 1982 from the County Education Officer, Room 135, County Hall, Northallerton DL7 8AE. (33265) 160020

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SPECIAL EDUCATION
SCHOOL AND SUPPORT SERVICES
REPORT TEACHERS
(PERIPATETIC) SCALE 3
Four teachers are required to work within the Harrogate, Northallerton/Stockesley, Thirsk/Ripon and Whitby areas. Each applicant should be suitably qualified in the education of children with special needs and experienced in remedial or mainstream teaching. The teachers will have responsibility for liaison in their areas of the curriculum for children with a variety of learning difficulties.
A casual car user allowance will be paid to those applicants need not re-apply.
Salary: Burnham Scale 3.
Further particulars and further application forms may be obtained from the Director of Education, County Hall, Northallerton DL7 8AE. (33324) 160020

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
RECOGNISED SCHOOL FOR EPILEPTICS
Reaside Street, Lichfield, Staffs.
Required for September 1982 a second teacher to take responsibility for the education of epileptic children. Scale 3 (8) post plus residential duties.
Further particulars from the Head Teacher Mr. J. H. Pratt. Telephone Lichfield 22043.
Application should be made by letter to the Head Teacher giving the names and addresses of two referees. This Authority is an equal opportunity employer. (33257) 160030

WIGAN
METROPOLITAN BOROUGH OF WIGAN
WIGAN ROSE HILL SPECIAL SCHOOL
Rose Hill Avenue, Pemberton, Wigan, WN5 8AP.
Required for Summer Term 1982, a teacher for 10(8) post for maladjusted children, to be responsible for music throughout the school.
Application forms and further particulars (s.a.e. please) may be obtained from and returnable to the Head of the school. (33312) 160020

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Re-advertisement
WORK PREPARATION COURSE
(Teaching Required Studies)
Scale 3 plus SCA. Teacher required for the above course for the school year 1982. The course is based at Milton College of Further Education, takes in pupils from 16 plus from Secondary Schools, Remedial Departments and Units for the Educationally Subnormal (Mild), Social and Life Skills. Applicants should have the teaching of basic literacy and numeracy skills and preferably hold an additional qualification in remedial education. Experience in teaching the Hearing Impaired will be considered. Liaison with secondary and special schools is essential. Previous applicants need not re-apply.
Application forms are available from Director of Education, Education Department, Civic Centre, St. Peters Square, Wolverhampton, WV1 1RH to whom they should be returned within 10 days of this appearance. (Please quote reference WP/82). (33427) 160020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
PARK PLACE SCHOOL
Ramsahm Hill
Ramley-on-Thames, Oxon
(Tel: (Ramley-on-Thames (04615) 4587)
Required for January 1983 a teacher for this Residential Special School for Boys (Delicate) aged 7 - 13 with a variety of pupils on roll age from 11 - 15+.
The successful applicant should have a particular interest in developing Art and PE throughout the school, and would be responsible for a small group of senior pupils in need of support in basic subjects.
The school works an established day and the staff undertake additional duties (35+ hours per week) for which an allowance is paid. A Scale 3 post is available for a suitably qualified and experienced candidate.
Applicants are invited to visit the Head during term to arrange an informal visit to the school.
Application forms from and returnable to the Director of Education, Civic Centre, The Bridge, Uxbridge (Telephone Uxbridge 50111 ext. 2894) Date: 25.1.82. (33228) 160080

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS VIEW SCHOOL
Ware Road, Hertford
Required for January 1983 a Nursery Teachers (Scale 3) required for teaching in a Nursery Unit for children with severe learning difficulties.
Experience teaching children with severe learning difficulties and sympathy with the aims of normalisation for children with mentally handicapped.
Application form and details available upon receipt of stamped addressed envelope.
Applicants will be invited to visit the school. Telephone Hertford 53441. (33481) 160020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
PARK PLACE SCHOOL
Ramsahm Hill
Ramley-on-Thames, Oxon
(Tel: (Ramley-on-Thames (04615) 4587)
Required for January 1983 a teacher for this Residential Special School for Boys (Delicate) aged 7 - 13 with a variety of pupils on roll age from 11 - 15+.
Teacher wanted with particular interest in developing Art and PE throughout the school, and would be responsible for a small group of senior pupils in need of support in basic subjects.
The school works an established day and the staff undertake additional duties (35+ hours per week) for which an allowance is paid. A Scale 3 post is available for a suitably qualified and experienced candidate.
Applicants are invited to visit the Head during term to arrange an informal visit to the school.
Application forms from and returnable to the Director of Education, Civic Centre, The Bridge, Uxbridge (Telephone Uxbridge 50111 ext. 2894) Date: 25.1.82. (33228) 160080

HARINGEY
BOROUGH OF HARINGEY
RE-ADVERTISEMENT
BLANCHE NEVILLE SCHOOL
Mayes Road, Wood Green, London N22 6UJ
Tel: 01-801 0899
Headteacher: Mr. J. S. Stone
Required as soon as possible a teacher to work with children in the hearing impaired unit. The successful applicant will be willing to teach a group of children who are hearing impaired in ENN (M) work in conjunction with peripatetic teachers in other areas of the curriculum but it would be an advantage.
Assistance with removal expenses and rented housing may be given and there is a scheme for assistance with housing to buy in the area.
Application forms/details of the post may be obtained from the Headteacher, to whom the completed application forms should be returned as soon as possible. (33578) 160020

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS VIEW SCHOOL
Ware Road, Hertford
Required for January 1983 a Nursery Teachers (Scale 3) required for teaching in a Nursery Unit for children with severe learning difficulties and sympathy with the aims of normalisation for children with mentally handicapped.
Application form and details available upon receipt of stamped addressed envelope.
Applicants will be invited to visit the school. Telephone Hertford 53441. (33481) 160020

HILLINGDON
LONDON BOROUGH OF HILLINGDON
PARK PLACE SCHOOL
Ramsahm Hill
Ramley-on-Thames, Oxon
(Tel: (Ramley-on-Thames (04615) 4587)
Required for January 1983 a teacher for this Residential Special School for Boys (Delicate) aged 7 - 13 with a variety of pupils on roll age from 11 - 15+.
Teacher wanted with particular interest in developing Art and PE throughout the school, and would be responsible for a small group of senior pupils in need of support in basic subjects.
The school works an established day and the staff undertake additional duties (35+ hours per week) for which an allowance is paid. A Scale 3 post is available for a suitably qualified and experienced candidate.
Applicants are invited to visit the Head during term to arrange an informal visit to the school.
Application forms from and returnable to the Director of Education, Civic Centre, The Bridge, Uxbridge (Telephone Uxbridge 50111 ext. 2894) Date: 25.1.82. (33228) 160080

WIGAN
METROPOLITAN BOROUGH OF WIGAN
WIGAN ROSE HILL SPECIAL SCHOOL
Rose Hill Avenue, Pemberton, Wigan, WN5 8AP.
Required for Summer Term 1982, a teacher for 10(8) post for maladjusted children, to be responsible for music throughout the school.
Application forms and further particulars (s.a.e. please) may be obtained from and returnable to the Head of the school. (33312) 160020

Scale 1 Posts

BUCKINGHAMSHIRE
COUNTY COUNCIL
SLATER ROW SCHOOL
Old Wolverton Road, Wolverton
Milton Keynes
Head Teacher: Mrs J. Turing (Roll: 14)
RE-ADVERTISEMENT: Previous applicants should reapply.
TEACHER Scale 1 plus SCA (+£465 + £215 if available for a suitable candidate and experience). Required April 1982.
Due to the growth of the school a new post is created for an enthusiastic teacher with an interest in games and outdoor activities. The post is not suitable for a newly qualified teacher.
Applicants should be interested in ENN (M) work in conjunction with peripatetic teachers in other areas of the curriculum but it would be an advantage.
Assistance with removal expenses and rented housing may be given and there is a scheme for assistance with housing to buy in the area.
Application forms/details of the post may be obtained from the Headteacher, to whom the completed application forms should be returned as soon as possible. (33578) 160020

HARINGEY
BOROUGH OF HARINGEY
RE-ADVERTISEMENT
BLANCHE NEVILLE SCHOOL
Mayes Road, Wood Green, London N22 6UJ
Tel: 01-801 0899
Headteacher: Mr. J. S. Stone
Required as soon as possible a teacher to work with children in the hearing impaired unit. The successful applicant will be willing to teach a group of children who are hearing impaired in ENN (M) work in conjunction with peripatetic teachers in other areas of the curriculum but it would be an advantage.
Assistance with removal expenses and rented housing may be given and there is a scheme for assistance with housing to buy in the area.
Application forms/details of the post may be obtained from the Headteacher, to whom the completed application forms should be returned as soon as possible. (33578) 160020

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION
H.M. PRISON RANBY
DEPUTY EDUCATION OFFICER
Applications are invited for the above post to be taken up with effect from 1st May, 1982. Salary will be according to Burnham Further Education Scale 3 (Point 1 - £8,733 - £9,643) plus £1,000 per annum. Applicants should have had considerable experience in teaching to Advanced level and be capable of teaching at all levels up to Advanced level. Salary will be according to Burnham Further Education Scale 3 (Point 1 - £8,733 - £9,643) plus £1,000 per annum. Applicants should have had considerable experience in teaching to Advanced level and be capable of teaching at all levels up to Advanced level. Salary will be according to Burnham Further Education Scale 3 (Point 1 - £8,733 - £9,643) plus £1,000 per annum.
Further details and application forms are available from the Chief Education Officer, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN or telephone 01-555 8600 Ext. 2191. Applications should be returned to the Deputy Governor, HM Prison, Ranby, Retford, Notts DN22 8EU within 14 days of this appearance. (33357) 160020

MANCHESTER
DELAMERE SCHOOL, ESN (M)
Elm Road, Sale, Cheshire.
Manchester M33 3WA
061-747 5803
TEACHER (Scale 3S). RESPONSIBILITY FOR SWIMMING
An experienced teacher is required to work with severely mentally handicapped children to lead a small team working with actual swimmers. Specific responsibility will be taken for a group of pupils and the planning of group activities. We are seeking a person with a positive contribution to make to the development of this area of activity. Application forms are available from the Head Teacher, Mr. D. Quinlan, Delamere School at above address. Closing date 22 January 1982. (33323) 160020

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
WELBURN HALL SCHOOL
Kirkbymoorside
Required for April/May 1982 a qualified and experienced teacher of the deaf for junior age pupils. Scale 2(6).
Please send self addressed envelope for application form to the Chief Education Officer, Education Offices, Trent House, Belford, NG 5LT to whom completed application should be returned within 14 days of the appearance of this advertisement to be considered. Previous applicants need not re-apply. (33265) 160020

SALFORD
CITY OF SALFORD
EDUCATION COMMITTEE
REGULEY COUNTY PRIMARY SCHOOL
Pendlebury
Nursery Rearing Unit
Liverpool Street, Salford M6 8QW
Re-Advertisement
Required for Sept 1982. Teacher of the Deaf for junior age pupils. Scale 2(6).
Please send self addressed envelope for application form to the Chief Education Officer, Education Offices, Trent House, Belford, M6 5LT to whom completed application should be returned within 14 days of the appearance of this advertisement to be considered. Previous applicants need not re-apply.
To be responsible to Senior Nursery Teacher. (33265) 160020

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
RECOGNISED SCHOOL FOR EPILEPTICS
Reaside Street, Lichfield, Staffs.
Required for September 1982 a second teacher to take responsibility for the education of epileptic children. Scale 3 (8) post plus residential duties.
Further particulars from the Head Teacher Mr. J. H. Pratt. Telephone Lichfield 22043.
Application should be made by letter to the Head Teacher giving the names and addresses of two referees. This Authority is an equal opportunity employer. (33257) 160030

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SPECIAL EDUCATION
LITTLE HEATH SCHOOL
Heinault Road, Little Heath, Romford, RM6 5LA
(Tel: No. 01-599 4864)
Headteacher - Mr T.B. Rigby, Dip.Ed.
Required for Easter 1982 suitably qualified and experienced TEACHER (Scale 3(6)) to develop the teaching of number and language programmes in this school for secondary pupils with moderate learning difficulties. The successful candidate would be expected to have extensive knowledge of the content of remedial and the appropriate experience to develop other important areas such as communication, creative and aesthetic activities. In addition the school would welcome the active involvement of language programmes across the curriculum.
Outer London Allowance is payable and there is a scheme of assistance with moving expenses.
Further details and application forms are available from the Chief Education Officer, Lynton House, 255-259 High Road, Ilford, Essex IG1 1NN or telephone 01-555 8600 Ext. 2191. Applications should be returned to the Deputy Governor, HM Prison, Ranby, Retford, Notts DN22 8EU within 14 days of this appearance. (33357) 160020

SPECIAL EDUCATION
continued

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
MOWBRAY SCHOOL
Sedale
Required for April 1982, a teacher to establish the Economics in this school for pupils with learning difficulties. (Mowbray School opened in April 1981 and has a newly equipped Home Economics area.
Group 5(8) Burnham Scale 1 + (SSA).
Application form and further particulars are available upon receipt of a stamped addressed envelope to be returned by 25th January 1982 from the County Education Officer, Room 135, County Hall, Northallerton DL7 8AE. (32868) 160022

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
**SPECIAL E

INDEPENDENT
continued

Religious Education

Other Assistants

MIDDLESEX
Required for September, 1982, a well qualified Graduate, preferably, but not necessarily, with some experience, to share the teaching Religious Education throughout the School to University entrance standard in a department of two. Ability to take some History classes an advantage.

Application by letter to the Head Mistress, giving names of two referees. Burnham Salary scale to be dependent on experience and qualifications. North London Collegiate School, Canons, Edgware, Middlesex. HA8 7RJ. (Independent School - formerly Direct Grant - 290 pupils). (32645) 184424

MIDDLESEX
HARROW SCHOOL
Assistant Chaplain required for September 1982. There are opportunities for involvement pastorally, within the chapel and the classroom. Depending upon abilities of the applicant.

Applications which to full curriculum vitae and names of two referees sent to the Head Master. (32771) 184424

WORCESTERSHIRE
BROMSGROVE SCHOOL
(R.C. Voluntary Aided Sixth Form 150)
Young Graduate COMPUTER SCIENTIST/PHYSICIST/MATHEMATICIAN required in September 1982 to introduce Computer Science as an option on current A-Level courses and to take charge of a Computer Terminal Centre. Bromsgrove Scale 1 with possibility of promotion to Scale 2 within two years. Both Scales above Burnham. Single and married accommodation available.

Apply with c.v. and the names of two referees to the Headmaster, Bromsgrove School, Worcs. B61 7DU. (0527 31774). (32696) 184419

Scale 1 Posts

BIRKENHEAD
BIRKENHEAD HIGH SCHOOL
G.P.D.S.S., 986 Devonshire Drive, Birkenhead, L43 7YQ

Required for February, 1982, or as soon as possible thereafter, PSYCHOLOGY GRADUATE (Scale 1) to share the teaching throughout the school to university sixth form standard. The school has a strong Science department with many facilities.

Please apply direct to the Head Mistress giving names and addresses of two referees and details of qualifications and experience. (33140) 184822

Other Assistants

GWENT
ROUGEMONT SCHOOL
Newport, NP9 4BA
(Co-educational, day)
Final Phase expansion appointment
An enthusiastic and experienced graduate teacher of CHEMISTRY required in September 1982 to be responsible for teaching the subject at all levels. This post would suit a teacher leaving home from University or one seeking further experience after an initial post elsewhere. The post offers ample opportunities for pastoral and extra-curricular activities. The salary will be Burnham (1982) 2 and residence for married or single staff will be provided.

Applications with full curriculum vitae and names and addresses of two referees to the Head Master. (33775) 185494

LONDON
ARTS EDUCATIONAL SCHOOLS
Cone Ripman House, Cone Lane, London SW10 9DR
Co-educational Day School (485 students and pupils)
Required to be appointed as a specialist to teach HUMAN BIOLOGY to Level Specialist Group, to experience (plus Burnham Allowances).

Letter of application with curriculum vitae and the names of two referees to the Head Master by 22nd January 1982. (32872) 184424

MIDDLESEX
HARROW SCHOOL
Temporary post for Biology teacher vacant for the academic year 1982-83. Ability to teach A and S level Biology essential as is the willingness to participate in extra mural activities.

Application, together with curriculum vitae and names of two referees to the Head Master. (32772) 184824

LONDON
Experienced Biology Teacher required to work part-time. O-level standard students (Approx 9 hrs P.W.).
Write with C.V. and references Urdang Academy, 29 Shelton St. Covent Garden WC2. (33146) 184824

READING
THE ORATORY SCHOOL
Woodcote
Required for September, a graduate to teach PHYSICS to O and A Level. Ability to offer Mathematics as a subsidiary subject and to coach one or more games would be an advantage.
Salary: Burnham plus.
Applications, including a curriculum vitae, to the Headmaster. (32944) 184824

Technical Studies

Other Assistants

MIDDLESEX
HARROW SCHOOL
Teacher required for September 1982 to further design opportunities for craft, design and technology throughout the School. Particular interests should include work with wood and plastics, but more generally an understanding and ability to implement designing and making in C.D.T. courses is essential. Knowledge of the development of technology within C.D.T. would be an advantage.

Applications, together with full curriculum vitae and names and addresses of two referees to the Head Master. (33775) 185494

Other than by Subject Classification

Other Assistants

SUFFOLK
FELIXSTOWE COLLEGE
Independent Boarding School for 330 girls aged 11 to 18+
DANCE TEACHER required full time from September 1982 to include Imperial Ballet, Modern, Tap and Jazz and R.A.D. majors. Basic Ballroom. Keep fit. C.V. please.

The applicant will have maximum opportunity to be involved in the pastoral responsibilities of this boarding school community, and welcomes to help run occasional weekend activities, with curriculum vitae and names and addresses of two referees, to the Headmistress, Felixstowe College, Suffolk IP11 7NQ by

February 12th. (33185) 185634

WEST SUSSEX. Masters/Mistresses/Matrons required by Independent Schools should apply to Miss Sue Ryder, Sec. Pool Cottage, Warninglid, Nr. Cuckfield, W. Sussex. (0403) 790981

Preparatory Schools

By Subject Classification

Classics

Other Assistants

SHREWSBURY
PACKWOOD HAUGH
Near Wem, Salop
Required for September CLASSICS Graduate for Scholarship and Common Entry Forms. CLASSICS to large 11+, P.S. Boarding School with wood and lake. Classical tradition. This post would suit a teacher leaving home from University or one seeking further experience after an initial post elsewhere. The post offers ample opportunities for pastoral and extra-curricular activities. The salary will be Burnham (1982) 2 and residence for married or single staff will be provided.

Applications with full curriculum vitae and names and addresses of two referees to the Headmaster. (33775) 185494

Other than by Subject Classification

Other Assistants

SUFFOLK
FELIXSTOWE COLLEGE
Independent Boarding School for 330 girls aged 11 to 18+
DANCE TEACHER required full time from September 1982 to include Imperial Ballet, Modern, Tap and Jazz and R.A.D. majors. Basic Ballroom. Keep fit. C.V. please.

The applicant will have maximum opportunity to be involved in the pastoral responsibilities of this boarding school community, and welcomes to help run occasional weekend activities, with curriculum vitae and names and addresses of two referees, to the Headmistress, Felixstowe College, Suffolk IP11 7NQ by

February 12th. (33185) 185634

WEST SUSSEX. Masters/Mistresses/Matrons required by Independent Schools should apply to Miss Sue Ryder, Sec. Pool Cottage, Warninglid, Nr. Cuckfield, W. Sussex. (0403) 790981

Geography

Other Assistants

GWENT
ROUGEMONT SCHOOL
Newport, NP9 4BA
(Co-educational, day)
Final phase expansion appointment
A teacher of Geography to C.E./A.S.E. required for September 1982 with, for one suitably qualified, some opportunity of work with Sixth Form classes.

School scale (a little above Burnham) depending on qualifications and experience. Details from: Pers. School Secretary, 83 Stow Hill. (32640) 203624

READING
THE ORATORY SCHOOL
Woodcote
Required for September, a graduate to teach GEOGRAPHY to O, A and S Level. Ability to offer History as a subsidiary subject and to coach one or more games would be an advantage.
Salary: Burnham plus.
Applications, including a curriculum vitae, to the Headmaster. (32943) 203624

History

Other Assistants

MALVERN
HILLSTONE SCHOOL
MALVERN
TWO HISTORY GRADUATE required in January to take the subject to top levels, with some junior teaching, and preferably keen on rugby and cricket. Single, resident, apply at once to the Headmaster, by letter, with full personal details and the names of two referees. Malvern 2nd 5HT. (33359) 203824

Modern Languages

Other Assistants

IPSWICH
French Teacher required September 1982, this to teach beginners and to O and standard tasks in boarding prep. School (150 boys). Country Games and/or music interests an asset. Modern bungalow available.

Apply Headmaster, Old Buckenham Hall, Brettenham Ipswich. (33241) 203624

NORTHAMPTONSHIRE
Senior French teacher to teach to Public School) Scholarship level standard from September 1982. Resident or non resident posts in beautiful countryside (8 miles from Oundle) for those willing to become fully involved in the life and activities of the School. Burnham Scale.

Apply the Headmaster, Winchester House, Brigstock, Northants. Tel: 05802 - 3030. (33249) 203624

Music

Heads of Department

GLOUCESTERSHIRE
DIRECTOR OF MUSIC
Required for May or September 1983, in this co-educational preparatory school of 250 pupils, many but not all boarding pupils. The successful candidate will be responsible for conducting the Junior School choir and musical tradition is a very strong one indeed.

The candidate should send a letter of application, and two testimonials, to the names of two referees to the Headmaster of Dean Close Junior School, from whom further details may be obtained. (32943) 203624

Other Assistants

BERKSHIRE
ST. DIRAN'S (IAPS)
Required for January 1983. Woodwind teacher (Flute & Clarinet) for 15 - 20 pupils, one day per week.

Please apply to the Director of Music, St. Piran's, Maidenhead, Berkshire. (33044) 203824

Other than by Subject Classification

Other Assistants

IPSWICH
IPSWICH HIGH SCHOOL
G.P.D.S.T.
Tuition School
Required for September 1982, owing to retirement, teachers to take charge of (i) a form of 9 - 10 year old girls and (ii) a form of 11 year olds (for one term) with special interest in primary science and Mathematics. would be welcome and for the whole Art, Craft and Physical Education. Some experience desirable.

Please apply in writing, (no forms) with Stamped Addressed Envelope, to the Headmistress, Westerfield Road, Ipswich IP4 2UN for curriculum vitae and names and addresses of two referees. (33053) 203624

Mathematics

Heads of Department

STAFFORDSHIRE
VARLET HALL
Stafford
Applications are invited, for April or September, from graduates of British or Commonwealth Universities, for the post of Head of Mathematics in the above Boys Preparatory School.

Salary £5,034 - £8,658 Scale.

Suitable Candidates should apply to The Headmaster, enclosing the names, addresses and telephone numbers of two referees. (33374) 183424

ilea colleges
INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award and subject to formal approval.
LECTURER GRADE 1: on an incremental scale £5,034 - £5,658 per annum starting point depending on qualifications, training and experience:
LECTURER GRADE II: £4462 (16.43).
For all posts there is an Inner London Allowance of £765.

AVERY HILL COLLEGE,
Bexley Road, Eltham, London SE9 2PQ. Tel: 01-850 0081

Applications are invited for the post of I,II in Design and Technology. The successful applicant will be expected to make a particular contribution in the fields of modern technology and engineering at B.Ed(Hons) level and should have experience in teaching Design and Technology in schools.

Further details and application forms may be obtained from the Principal to whom completed forms should be returned by 22nd January, 1982.

NORTH LONDON COLLEGE
Camden Road, Holloway, N7 0SP. Tel: 01-609 0041.
Department of Science and Engineering

Required as soon as possible Part-Time Lecturer to teach NUMERACY to full time and part time students (takes the City and Guilds Examinations in the subject. There will be up to 12 hours of teaching available. Some experience in the teaching of this subject is essential. Application forms from the Senior Administrative Officer at the College.

SOUTH LONDON COLLEGE
Main Building: Knights Hill
London SE27 0TX
Tower Bridge Branch:
Tooley Street SE1 2JR
Department of Telecommunications and Electronics

Lecturer Grade I
Required as soon as possible at the Knights Hill premises, to teach Microelectronics to courses leading to City and Guilds awards. Applicants should be conversant with current industrial practice in this field, and a knowledge of microprocessor fabrication techniques would be an advantage.

Further details, and application form available from the Senior Administrative Officer at Knights Hill; returnable by 22.1.82. Please enclose large S.A.E.

SOUTH WEST LONDON COLLEGE
Management Studies Department

Required as soon as possible, a Lecturer II to teach Financial and General Management.

Applicants should have a relevant professional qualification or an appropriate degree with managerial and some teaching experience.

Consultancy may be given towards Household Removal expenses. Further information and forms of application returnable within 14 days from the Deputy Academic Officer, South West London College, Tooting Broadway, SW17 0RU. (7250)

Department of Secretarial and General Education

Part-time Day and Evening Lecturers are required to teach Typing and Secretarial Duties, Communication, Hygiene and Social and Life Skills.

Written applications (with cv) to Head of Department, South West London College, Tooting Broadway, S.W.17.

VAUXHALL COLLEGE OF BUILDING AND FURTHER EDUCATION
Belmore Street
Wandsworth Road
LONDON SW8 2JY
Telephone 01-928 4611
Department of Business Education

LECTURER II - COMPUTING AND DATA PROCESSING
Required from 1 January 1982 to teach GCE 'O' and 'A' Level Computing and RSA Diploma and Higher Diploma courses in Computing and Data Processing and to be responsible for the development of computers in the Department.
Candidates should be suitably qualified and experienced to teach at the relevant commercial expectations.

LECTURER II - OFFICE SKILLS
Required from January 1982 to assist in the administration and development of the commercial and secretarial courses and to teach a wide range of Office Skills subjects from the Lecturer II level upwards. Candidates should be suitably qualified with commercial experience.
Teacher training would be an advantage.

Department of General Education

LECTURER II - ENGLISH AS A SECOND LANGUAGE
Required from 1 January 1982
This is a new post which has been created in response to the continuing demand for courses in English as a Second Language offered by this Department.
The successful applicant will be responsible for developing and organising ESL courses within the Department, for advising which may be required from time to time and for teaching. He/she will be engaged in the teaching of ESL courses. Applicants should be graduates with a specialist qualification in the teaching of English as a foreign language to adult second language.

LECTURER II - WORK EXPERIENCE
Required from 1 January 1982
This post has been created mainly in response to the rapidly growing demand for vocational preparation courses offered by the Department. The successful applicant will be responsible for developing and organising work experience courses for students offered within the Department and for co-ordinating and implementing 1 unit work experience programme and related courses of students.
Applicants should be non graduates with a relevant professional qualification and should be willing to offer vocational courses for students who are not subject based or for more vocationally oriented students.

Application forms and further details of the posts may be obtained from the Staff Administrative Officer at the College (Roll B/27).
Completed application forms must be returned by no later than 22 January 1982.

Colleges of Further Education

Other Appointments

BOURNEMOUTH
BOURNEMOUTH AND POOLE COLLEGE OF FURTHER EDUCATION
Department of Craft Engineering
LECTURER GRADE I in ENGINEERING PRODUCTION AND PRODUCTION ENGINEERING
Applications are invited from suitably qualified persons for the above post which is concerned with CNC (2000/2500) and Robotics and Computer Aided Drawing. Experience related to the Manufacturing Control of Engineering and Microprocessor Technology is particularly relevant.
Salary: Lecturer Grade 1 £5854 - £8658 p.a.

Further details and application forms may be obtained from the Principal's Secretary, North Road, Parkstone, Poole. Tel: 0202 - 747201. (32520) 220056

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES COLLEGE
VICE-PRINCIPAL
Required on 1st April, 1982
Applications are invited from persons with the qualifications and appropriate professional experience for the post which will be available from 1st September, 1982.

The Milton Keynes College is to be formed by the merger of Bletchley and Wolverton Colleges of Further Education in September, 1982.

The initial salary for the post will be £14,145 per annum.

Further details and application forms are obtainable on receipt of a stamped, addressed foolscap envelope, from the Principal (Milton Keynes College), at Bletchley College, Shenley Drive, Bletchley, Milton Keynes MK3 6ES.

Completed forms should be returned to the Principal within 14 days of the appearance of this advertisement. (33428) 185056

CLEVELAND
LONGLANDS COLLEGE OF FURTHER EDUCATION
Applications are invited for the post, to be held in the Committee Studies/Secretarial Area.

Salary £5,034 - £8,658.

Further particulars and application forms are available from the principal Longlands College of Further Education, Douglas Street, Middlesbrough, Cleveland TS4 2JA and should be returned to the College within 14 days of the appearance of this advertisement. (34288) 185056

CLEVELAND
LONGLANDS COLLEGE OF FURTHER EDUCATION
Applications are invited for the post, to be held in the Committee Studies/Secretarial Area.

Salary £5,034 - £8,658.

Further particulars and application forms are available from the principal Longlands College of Further Education, Douglas Street, Middlesbrough, Cleveland TS4 2JA and should be returned to the College within 14 days of the appearance of this advertisement. (34288) 185056

CLEVELAND
TECHNICAL COLLEGE
Applications are invited for the following posts in the DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING
LECTURER GRADE I
Commencing as soon as possible to teach at all levels up to T.E.C. certificate and diploma courses, especially in Electrical Control Principles. Interest in, and knowledge of microprocessor applications would be an additional recommendation.
Applicants should possess appropriate qualifications and industrial experience and should preferably be trained as a technical teacher.
Salary £5,034 to £8,658.
Further details and application forms are available from the Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ to whom completed forms should be returned within 14 days of the appearance of this advertisement. (33316) 185056

ESSEX
HARLOW TECHNICAL COLLEGE
College Gate, The High, Harlow, Essex.
(Tel: Harlow 80131).
DEPARTMENT OF ELECTRICAL ENGINEERING
ELECTRONICS GRADE I IN ELECTRONICS. Required as soon as possible, applications are invited from suitably qualified personnel to teach mainly on BTEC and City & Guilds Certificate programmes. The ability to offer Telecommunications subjects will be an advantage. Salary will vary depends on age and experience.
Scale: £5,034 - £8,658 per annum (plus £313 London Fringe Allowance).
Application forms and further details from the Principal, to be returned within 14 days from the appearance of this advertisement. (33309) 185056

CLEVELAND
STOCKTON-BILLINGHAM TECHNICAL COLLEGE
The following posts are immediately vacant. Details and application forms can be obtained from the Principal, Stockton-Billingham Technical College, The Causeway, Billingham, Cleveland TS23 2DS. Closing date for application 22nd January, 1982 or as soon as possible after this date.

SENIOR LECTURER (GRADE II) IN COMPUTER STUDIES required for 1st March 1982, or as soon as possible after this date.

The person appointed will lead a team of full-time and part-time staff, and will be responsible to the Head of Department for computing courses generally, curriculum development, and will be expected to make a major contribution in the running of the College's computer facilities.

Applicants should have graduate or professional qualifications in a relevant discipline and appropriate industrial or commercial experience. A teaching qualification and/or experience will be advantageous.

Salary scale: £6,462 - £10,431 per annum.

Further details and application forms, quote reference number and enclose foolscap envelope (9"x4") may be obtained from the Principal at the above address. Closing date 2 weeks after the appearance of the advertisement in the Times. (33438) 220056

CHESHIRE
EDUCATION COMMITTEE
CHESHIRE COLLEGE OF FURTHER EDUCATION
Hartford Campus, Northwich, Cheshire, CW8 1LJ

DEPARTMENT OF ENGINEERING AND BUILDING

Re-advertisement

SENIOR LECTURER IN ELECTRONICS/COMPUTER STUDIES of the ELECTRICAL/ELECTRONICS SECTION.

Salary - Senior Lecturer - £9654 - £10,644 per annum (bar point £11,280).

Further particulars and application forms are obtainable from the Principal to whom completed forms should be returned by 22nd January. (33158) 184824

CLEVELAND
HARTLEPOOL COLLEGE OF FURTHER EDUCATION
Principal: C.C. Dorey, B.Sc., M.Inst.P., F.Inst.M.
APPOINTMENT OF SENIOR LECTURER
DEPARTMENT OF GENERAL EDUCATION
Required as soon as possible to share in the general management and teaching of the Department, with a special emphasis on Communication Studies, Social and Life Skills, Personal Development and related areas of work.
Salary £5,034 to £11,328
APPOINTMENT OF LECTURER
HOME MANAGEMENT
Required as soon as possible to help with Co-ordination of this work, ranging from the full-time Home Management and Family Care Course to recreational classes.
Salary: £6,462 to £10,431.
APPOINTMENT OF LECTURER I
DEPARTMENT OF ENGINEERING
Applications are invited for the post of Lecturer I, Engineering duties from mid-January 1982. Subjects will include Electronics and Robotics to Technician Education Council standard. Relevant industrial experience would be an advantage.
Salary: £5,034 to £8,658.
APPOINTMENT OF LECTURER I
MOTOR ENGINEERING
ENGINEERING BODY REPAIRCRAFT
Applications are invited for the above post with duties to commence as soon as possible. The minimum qualification is Full Technological Certificate or equivalent.
Salary: £8,034 to £8,658.
The person appointment will be contracted to the Local Authority Services Conditions of Service Commission/Road Transport Industry Training Board courses for Vehicle Mechanics and Vehicle Body Repairers, both theory and practice.
Further details and application forms may be obtained from the Principal, Hartlepool College of Further Education, Stockton Street, Hartlepool, Cleveland, to whom they should be returned within 14 days of the appearance of this advertisement. (33314) 220056

CLEVELAND
TECHNICAL COLLEGE
Applications are invited for the following posts in the DEPARTMENT OF ELECTRICAL AND ELECTRONICS ENGINEERING
LECTURER GRADE I
Commencing as soon as possible to teach at all levels up to T.E.C. certificate and diploma courses, especially in Electrical Control Principles. Interest in, and knowledge of microprocessor applications would be an additional recommendation.
Applicants should possess appropriate qualifications and industrial experience and should preferably be trained as a technical teacher.
Salary £5,034 to £8,658.
Further details and application forms are available from the Principal, Cleveland Technical College, Corporation Road, Redcar, Cleveland TS10 1EZ to whom completed forms should be returned within 14 days of the appearance of this advertisement. (33316) 220056

KIRKLEES
METROPOLITAN COUNCIL
DEWSBURY AND BATLEY TECHNICAL AND ART COLLEGE
Halifax Road, Dewsbury WF13 2AS
Tel: 0924 465916
LECTURER GRADE II IN COMPUTER STUDIES required for 1st March 1982, or as soon as possible after this date.

The person appointed will lead a team of full-time and part-time staff, and will be responsible to the Head of Department for computing courses generally, curriculum development, and will be expected to make a major contribution in the running of the College's computer facilities.

Applicants should have graduate or professional qualifications in a relevant discipline and appropriate industrial or commercial experience. A teaching qualification and/or experience will be advantageous.

Salary scale: £6,462 - £10,431 per annum.

Further details and application forms, quote reference number and enclose foolscap envelope (9"x4") may be obtained from the Principal at the above address. Closing date 2 weeks after the appearance of the advertisement in the Times. (33438) 220056

MANCHESTER
CITY OF MANCHESTER EDUCATION COMMITTEE
HEATON COLLEGE OF FURTHER EDUCATION
Heaton Moor Road, Heaton Moor, Stockport, Manchester SK4 4DB
Lecturer I in Special Education (Ref. No. 81/104)
He/she will preferably have a Special Education qualification and/or experience in a special school. Required as soon as possible, the Department of Child Study and Community Care.

Application forms from the Senior Administrative Officer at the college. Closing date 22 January (Ref. No. 81/104). (33347) 220056

HARROW
LONDON BOROUGH OF HARROW
HARROW COLLEGE OF FURTHER EDUCATION
Applications are inviting for the following post: LECTURER GRADE I (Temporary) qualified and experienced to teach ENGLISH AS A SECOND LANGUAGE on H&C Preparatory Courses for overseas students as soon as possible.

Salary - Lecturer I PE Burnham Committee scales (or a lecturer I £5034 - £8658 according to qualifications) plus London Allowance £498 per annum.

Further details and application forms available from the College Principal's Secretary, Harrow College of Further Education, Lowlands Road, Harrow, Middlesex HA1 3AB to whom they should be returned by 22nd January 1982. (33307) 220056

HERTFORDSHIRE
COUNTY COUNCIL
Hemel Hempstead, Watford, Herts. WD1 3BZ
REPAIRS AND MAINTENANCE OF ENGINEERING
LECTURER GRADE II in ELECTRONICS
Applications are invited for the post as soon as possible to teach up to Full Technological Certificate standard in some of the following subjects: General Electronics, Logic Circuits, Control Systems, Microprocessors, Electrical Principles, Computer Studies.

There will also be an opportunity to work in evening classes and appropriate and associated courses in Computer Studies.

Salary range £6,078 - £10,644 p.a.

Further details and application forms may be obtained from the Chief Administrative Officer, Watford Technical College, Hempstead Road, Watford, to whom completed forms should be returned by 22nd January, 1982. (33276) 220056

KEIGHLEY
TECHNICAL COLLEGE
DEPARTMENT OF PHYSICAL AND SOCIAL SCIENCES
Post Ref: No. 81/104

HEAD OF DIVISION OF HEALTH STUDIES

A Senior Lecturer is required to take overall responsibility for the planning, organisation and development of courses, including supervising nursing, midwifery and health visiting courses. Nursing and health visiting staff involved in the programmes will be drawn from a wide field of applied social sciences. The post attracts a responsible salary scale, according to qualifications and experience.

Applicants should have graduate or equivalent qualifications and teaching experience, whilst being professionally qualified in Nursing, Health and/or Social Services field.

Salary: Burnham Further Education Committee Scales £8,034 - £11,328 per annum.

Further details and application forms available from the College Administrative Officer, Keighley Technical College, Cavendish Street, Keighley BD21 3RX. (32340) 220056

KENT
COUNTY COUNCIL
KENT COUNTY COMMITTEE
THANET TECHNICAL COLLEGE
Applications are invited for the following posts.

Lecturer I in Electrical Engineering. Electrical craft experience essential. Ability to teach 'O' level Physics an advantage. Salary scale £5,034 - £8,658. Duties to commence as soon as possible.

Temporary Lecturer II in Secretarial Studies. To commence duties on 1st March, 1982 and work until 31st July, 1982. Salary scale: £6,462 - £10,431.

Application forms and further details may be obtained from the Principal, Thanet Technical College, Ramsgate Road, Broadstairs, Kent CT10 1PN, by whom applications must be received not later than Wednesday, 20th January, 1982. (33193) 220056

NOTTINGHAMSHIRE
COUNTY COUNCIL
EATON HALL INTERNATIONAL

LECTURERS
Equivalent to Burnham Grade II £4462 - £10431

Required immediately for E.L., Mathematics, Physics, Machine Drawing, Engineering workshop Practice and P.E.

Eaton Hall International is Nottinghamshire County Council's residential College of Education and Training for overseas students. The instruction is in English. The programmes in the secondary school includes preparation of both OCE 'O' level and International Baccalaureate.

Applicants should have previous experience in a similar administrative post and at least five years' teaching experience in Secondary Schools. Experience with the I.B. programme and a knowledge of German would be an advantage.

Qualified persons are invited to apply by sending a resume outlining qualifications and experience along with a recent photograph and 3 references to: The Headmaster, International School, Eaton Hall, Retford, Notts DN22 0PD, New Printing House Square, Gray's Inn Road, WC1X 8EZ. Telephone 01-837 1234 extention 453 (8293)91 220056

NORTH TYNESIDE
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
NORTH TYNESIDE COLLEGE OF FURTHER EDUCATION
Embleton Avenue, Wallsend, Tyne and Wear NE28 9NQ
Principal: Mr. J. W. H. Brown, FCIS, MIPS, ASAMA, MITD.
Required 1st March, 1982.
Lecturer Grade I in COMPUTER STUDIES to assist in the development and expand courses concerned with computer studies and to date processing for all aspects of business management.

Application forms and further details are available on receipt of a s.a.e. from the Principal to whom they should be returned within 21 days of the appearance of this advertisement. (33009) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
WEST NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
LECTURERS
Grade I £5034 - £8658
LIFE AND SOCIAL SKILLS/REMEDIAL EDUCATION
Required as soon as possible. The person appointed will be required to teach Life and Social Skills and/or Remedial Education to young people on the Youth Employability Course based on the College's Bath Street Centre. The ability and willingness to contribute to residential courses and outdoor pursuits will be an advantage. Experience of working with young people is essential.

Early point on the salary scale according to qualifications and experience.

Application forms and further details, quote reference number and enclose foolscap envelope (9"x4") may be obtained from the Principal of the College, Derby Road, Mansfield, Notts NG18 5BH. (Telephone: Mansfield (06623) 47191). Closing date 14th January, 1982.

ARNOLD AND CARLTON COLLEGE OF FURTHER EDUCATION
LECTURERS
Grade I £5034 - £8658
LIFE AND SOCIAL SKILLS/REMEDIAL EDUCATION
Required as soon as possible. The person appointed will be required to teach Life and Social Skills and/or Remedial Education to young people on the Youth Employability Course at the College's Bath Street Centre. The ability and willingness to contribute to residential courses and outdoor pursuits will be an advantage. Experience of working with young people is essential.

Early point on the salary scale according to qualifications and experience.

Application forms and further details, quote reference number and enclose foolscap envelope (9"x4") may be obtained from the Principal of the College, Digby Road, Sherwood, Nottingham, NG5 4BH, telephone: Nottingham (0602) 607181 (24 hours). Closing date 23rd January, 1982. (33307) 220056

MANCHESTER
CITY OF MANCHESTER EDUCATION COMMITTEE
HEATON COLLEGE OF FURTHER EDUCATION
Heaton Moor Road, Heaton Moor, Stockport, Manchester SK4 4DB
Lecturer I in Special Education (Ref. No. 81/104)
He/she will preferably have a Special Education qualification and/or experience in a special school. Required as soon as possible, the Department of Child Study and Community Care.

Application forms from the Senior Administrative Officer at the college. Closing date 22 January (Ref. No. 81/104). (33347) 220056

NORTH TYNESIDE
METROPOLITAN BOROUGH COUNCIL
EDUCATION COMMITTEE
NORTH TYNESIDE COLLEGE OF FURTHER EDUCATION
Embleton Avenue, Wallsend, Tyne and Wear NE28 9NQ
Principal: Mr. J. W. H. Brown, FCIS, MIPS, ASAMA, MITD.
Required 1st March, 1982.
Lecturer Grade I in COMPUTER STUDIES to assist in the development and expand courses concerned with computer studies and to date processing for all aspects of business management.

Application forms and further details are available on receipt of a s.a.e. from the Principal to whom they should be returned within 21 days of the appearance of this advertisement. (33009) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
WEST NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
LECTURERS
Grade I £5034 - £8658
SECRETARIAL EDUCATION
Required as soon as possible an experienced well-qualified lecturer to co-ordinate the work of all full-time Secretarial courses within the Department. Candidates should be able to teach a range of secretarial subjects including word processing. The ability to offer other Business Studies and Management subjects would be an advantage.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars are obtainable from and returnable to the Principal of the College, Derby Road, Mansfield, Notts NG18 5BH. (Telephone: Mansfield (06623) 47191). Closing date 14th January, 1982.

ARNOLD AND CARLTON COLLEGE OF FURTHER EDUCATION
LECTURERS
Grade I £5034 - £8658
LIFE AND SOCIAL SKILLS/REMEDIAL EDUCATION
Required as soon as possible. The person appointed will be required to teach Life and Social Skills and/or Remedial Education to young people on the Youth Employability Course based on the College's Bath Street Centre. The ability and willingness to contribute to residential courses and outdoor pursuits will be an advantage. Experience of working with young people is essential.

Early point on the salary scale according to qualifications and experience.

Application forms and further details, quote reference number and enclose foolscap envelope (9"x4") may be obtained from the Principal of the College, Digby Road, Sherwood, Nottingham, NG5 4BH, telephone: Nottingham (0602) 607181 (24 hours). Closing date 23rd January, 1982. (33307) 220056

OXFORDSHIRE
COUNTY COUNCIL
NORTH OXFORDSHIRE COLLEGE OF ART AND SCHOOL OF ARTS
Broughton Road, Banbury
A TEMPORARY LECTURER I required as soon as possible to teach mainly Social and Life Skills to students on M.S.C. sponsored courses.

Application forms and further particulars from the Principal, Banbury (0295) 59281. Closing date 14 days after the appearance of this advert. s.a.e. (33249) 220056

PLYMOUTH
COLLEGE OF FURTHER EDUCATION
Plymouth
LECTURER II to teach and help develop facilities in ROBOTICS/ELECTRONICS.

Good academic qualifications with experience or teaching digital electronics to technician standards required together with practical experience of testing and fault diagnosis in Electronic systems involving microprocessing.

Salary £6462 - £10,431 starting point dependent upon experience.

For further details contact: The Registrar, College of Further Education, Kings Road, Devonport, Plymouth. Tel: (0752) 264701. (33871) 220056

SUFFOLK
LOWESTOFT COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF GENERAL STUDIES

Required 22 hours as part-time LECTURER in PHYSICAL EDUCATION.
Candidates should be qualified to take girls' games. Candidates should be qualified and interested in the principles of teaching in Further Education will be to advantage.

Salary will be in accordance with the current Burnham Further Education P.E. Establishments Lec. Lecturer Grade I £5034 - £8658 per annum.

Further details and an application form may be obtained from the Principal, Lowestoft College of Further Education, St. Peter's Street, Lowestoft, Suffolk. NR32 2NB (tel. s.a.e. please). Closing date for receipt of completed applications will be two weeks from the appearance of this advertisement. (33307) 220056

WILTSHIRE
COUNTY COUNCIL
THE COLLEGE, SWINDON
LECTURER II RESPONSIBLE FOR NON-VOCATIONAL PREPARATION COURSES
This is a new post which will include organisational and staffing responsibilities as well as teaching commitments. The courses will commence in January 1982 and will be housed in new accommodation on the North Star Avenue site.

Applicants should hold qualifications relevant to teaching mildly/moderately handicapped students with appropriate experience in this field of work.

Further details and application forms are available (on receipt of a s.a.e.) from the Principal, The College, Regent Circus, Swindon SN1 1QY and should be returned within fourteen days of date of advertisement. Previous applicants need not apply. (33051) 220056

WILTSHIRE
COUNTY COUNCIL
THE COLLEGE
Swindon
LECTURER I IN HOTEL & CATERING STUDIES
Applications are invited for the above post to teach mainly on the Applied Supervisory Studies with Accommodation Operations, Front Office or Provision of Food and Drink.

Applicants should have qualifications and good recent industrial experience in the Hotel and Catering Industry.

Application forms and further details are available (on receipt of a s.a.e.) from the Principal, The College, Regent Circus, Swindon SN1 1QY and should be returned within 14 days of date of advertisement. (33051) 220056

WILTSHIRE
CHIPPENHAM TECHNICAL COLLEGE
Lowden Road, Chippenham, Wilts. SN15 3QR
LECTURER I IN HAIRDRESSING
Applications are invited from persons with training and practical experience, together with appropriate specialist qualifications to teach hairdressing to NVQ1 and other professional standards.

TO TAKE EFFECT FROM SEPTEMBER 1982.

Salary: £5034 - £8658

Further particulars and application forms obtainable from the Clerk to the Governors at the College, Telephone: Chippenham 50501. (33387) 220056

WILTSHIRE
COUNTY COUNCIL
THE COLLEGE
Swindon
LECTURER I IN HOTEL & CATERING STUDIES
Applications are invited for the above post to teach mainly on the Applied Supervisory Studies with Accommodation Operations, Front Office or Provision of Food and Drink.

Applicants should have qualifications and good recent industrial experience in the Hotel and Catering Industry.

Application forms and further details are available (on receipt of a s.a.e.) from the Principal, The College, Regent Circus, Swindon SN1 1QY and should be returned within 14 days of date of advertisement. (33051) 220056

WILTSHIRE
CHIPPENHAM TECHNICAL COLLEGE
Lowden Road, Chippenham, Wilts. SN15 3QR
LECTURER I IN HAIRDRESSING
Applications are invited from persons with training and practical experience, together with appropriate specialist qualifications to teach hairdressing to NVQ1 and other professional standards.

TO TAKE EFFECT FROM SEPTEMBER 1982.

Salary: £5034 - £8658

Further particulars and application forms obtainable from the Clerk to the Governors at the College, Telephone: Chippenham 50501. (33387) 220056

SOUTH DEVON
TECHNICAL COLLEGE
Torquay

LECTURER I IN ELECTRONICS ENGINEERING
Required immediately: To teach electronics theory and practice to engineering technician courses. Knowledge of the developments in microelectronics an additional advantage. Applicants should be Chartered Electronics or Electrical Engineers, possess a good HNC/CGI qualification, preferably teacher-trained. The post is suitable for someone seeking a first teaching appointment who has had relevant industrial experience.

Salary Scale (Burnham F.E. Report 1982) - £5,034 - £8,658 per annum (placing on scale according to qualifications and experience.).

Full details and application form (s.a.e. please) returnable by Friday, 22nd January, 1982, from the Principal, Newton Road, Torquay, TQ2 7BE. (33288) 220056

STAFFORDSHIRE
EDUCATION COMMITTEE
STOKE ON TRENT CAULDON COLLEGE OF FURTHER EDUCATION
TEMPORARY LECTURER IN FOUNDATION STUDIES
Required as soon as possible to teach mainly on Foundation Studies to students on M.S.C. sponsored courses.

Application forms and further details from the Principal, Cauldon College, Stoke on Trent ST6 4AG. Closing date 14 days after the appearance of this advert. s.a.e. (33307) 220056

OXFORDSHIRE
COUNTY COUNCIL
NORTH OXFORDSHIRE COLLEGE OF ART AND SCHOOL OF ARTS
Broughton Road, Banbury
A TEMPORARY LECTURER I required as soon as possible to teach mainly Social and Life Skills to students on M.S.C. sponsored courses.

Application forms and further particulars from the Principal, Banbury (0295) 59281. Closing

THE ROWETT RESEARCH INSTITUTE
Bucksburn, Aberdeen, AB2 9SB

Appointment of

DIRECTOR

Applications are invited for the post of Director of the Institute on the retirement of the present Director, Sir Kenneth Blaxter, FRS. The appointment can be taken up towards the end of 1982.

The main purpose of the Institute is to conduct research in animal nutrition and allied sciences, including the study of metabolic processes within animals, with particular emphasis on farm livestock. Some of this research also has relevance to human nutrition, and there may be a limited increase in this work.

The research programme is commissioned by the Department of Agriculture and Fisheries for Scotland, with advice from the Agricultural Research Council. The Institute forms part of the Agricultural Research Service and has close links with the University of Aberdeen, particularly its Schools of Medicine and Agriculture

The Director is responsible to the Governing Body for the administration of the Institute and management of the research programme which consists of eleven divisions. The Director provides scientific leadership to the staff which numbers about 315, of whom 200 are in the scientific category. It is usual for the Director to be appointed Consultant Director of the Commonwealth Bureau of Nutrition, which is located at the Institute.

The post is graded Chief Scientific Officer (Lower Band) and there is a non-contributory superannuation scheme. During the tenure of the appointment a detached house sited within the Institute campus may be rented by the successful candidate.

Qualifications: Applicants should have appropriate qualifications, a distinguished record of personal research and experience of management of research.

Further particulars are available from the Secretary of the Institute, to whom applications should be submitted with full curriculum vitae and the names of three referees. Closing date, 5th February 1982.

SOUTH GLAMORGAN COUNTY COUNCIL

SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION (CARDIFF)

FACULTY OF EDUCATION
DEPARTMENT OF PHYSICAL EDUCATION

Applications are invited from suitably qualified persons for the temporary THREE-year fellowship tenable from 1st September 1982.

LECTURER 2/RESEARCH FELLOW

Applicants should be graduates with specialist physical education qualifications; the possession of a higher degree will be a distinct advantage. The successful applicant will be required to develop significant areas of research into Human Movement within the context of the BA Honours Degree in Human Movement and in co-operation with staff and Final Year undergraduate students. The research fellowship carries a lecturing commitment of ten hours per week, including supervision of student dissertation and project work.

Experience will be required in the following areas:
Exercise Physiology and Growth and Development and Evaluation of Human Performance.

Members of staff are expected to be keenly interested in the development of sporting excellence and be able and eager to contribute to the work of the Department in this sphere.

Salary Scale: £6,462 – £10,431 pa.

Application forms may be obtained from The Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed Road, Cardiff CF2 6XD, and should be returned within 14 days of the appearance of this advertisement.

COUNTY ADVISORY LECTURER

(ADULT BASIC EDUCATION)

Burnham Lecturer II (5-10) £8,403-£10,431

To offer learning opportunities across the County to adults and young people particularly in literacy and numeracy. Based in Oxford as part of the Community Education Service.

Send large S.A.E. for further details and application forms to the Chief Education Officer, Education Department, County Hall, Oxford OX1 1NA. Closing date – 3 weeks after date of this notice.

Oxfordshire

H. M. PRISON HIGHPOINT, STRADISHALL
(In association with West Suffolk College of Further Education)

PRISON EDUCATION OFFICER

Applications are invited from suitably qualified and experienced teachers for this post.

Salary F.E. Head of Dept. Grade I, £9,387 – £10,704 p.a.

Further particulars and application form (S.A.E. please) from County Education Officer (Ref. PJB) Education Department, Grimwade Street, IPSWICH IP4 1LJ.

Closing date: 22 January.

Suffolk County Council

FELLOWSHIP
continued

LONDON

POLYTECHNIC OF THE SOUTH BANK
Borough Road, London SE1 0AA
DIVISION OF NURSING AND COMMUNITY HEALTH STUDIES
Research Fellow - Nursing Education.
Ref: RF71
Applications are invited for the above post, which is funded by the South East Thames Regional Health Authority's Health Services Research and Development Committee. Applicants should be registered nurses and a nursing qualification or experience of working in the Health Service would be an advantage.
The aim of the study on which the applicant would be working is the identification and collection of data required for the development of nurse education planning within the total strategic plans of South East Thames Regional Health Authority. The post is funded for one year for the purposes of an initial report, and on the basis of the proposals presented the study may be funded for a further two years, during which time opportunities to register for a higher degree will be provided.
The successful applicant will have a base in the South East Thames Region and in the Psychology of the Health Care Team within the Department of Nursing and Community Health Studies and travelling will be involved within the South East Thames Region.
Salary, in accordance with L.E.A.'s scale for Research Fellows - £6,462 - £8,820 plus London Weighting at £759 per annum.
Application Forms and further particulars may be obtained from: The Staffing Officer, Polytechnic of the South Bank, Borough Road, London SE1 0AA. Tel: 01-928-8989 ext. 2355. Closing date for applications is 22nd January 1982. (53119). 380000

BIRMINGHAM
NEWMAN COLLEGE

(An Affiliated College of the University Of Birmingham)

LECTURER IN THEOLOGY (GRADE II)

Applications are invited for the above post at this Catholic College of Education. The main expertise required is in Modern Theological Studies and preference will be given to applicants who are also able to offer either, Philosophy of Religion, or Christian Ethics. The successful applicant will take part in teaching to B.Ed. (General) and B.Ed. (Hons.) level, in Diploma and In-Service courses, and in the professional education of teachers. Applicants must be academically well-qualified, and normally have substantial teaching experience.
This post is to be filled from 1 April 1982, but can be held for a further term for the right candidate.
Closing date for applications: Friday, 29 January, 1982.
Further details from the Principal's Secretary. (53141). 340085

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BUCKINGHAMSHIRE COLLEGE OF HIGHER EDUCATION
Queen Alexandra Road, High Wycombe, Bucks HP11 2JZ
Director: D. J. Everest, BA (Econ)
LECTURER I
in Electrical/Electronic Engineering with an interest in computing. Applicant must be of Graduate status with some industrial experience. To be responsible for, or prepared to be involved in craft and technician courses.
Early application is invited for an appointment to take place early in 1982. Salary Scale: £5,985 - £8,055.
Removal allowance may be paid in approved cases. Lodging allowance is available in appropriate circumstances.
Application forms and further details from the Assistant Director, to whom they should be returned (53080). 340048

HEREFORD AND WORCESTER
COUNTY COUNCIL
WORCESTER COLLEGE OF HIGHER EDUCATION
APPOINTMENT OF LECTURER IN DANCE

Applications are invited for a fixed term appointment for two years, to begin on 1st September, 1982 (or earlier by arrangement). The salary will be on the Burnham Further Education Scale, Lecturer Grade, with responsibility for teaching the socio-cultural aspects of dance in the College with two part-time appointments (one man, one woman) expected to the west of the time. An appointment will be made on the scale £5,985 to £8,055 p.a.
Application forms and further particulars from the Principal of Higher Education, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ, to be returned as soon as possible. (53140). 340049

NORTH LONDON
TUITION CENTRE
Immediately required for Physics and Higher Education but the following specialisms could be considered: Biology, Chemistry, Computer Science, Economics, Law, Mathematics, Modern Languages, Social Studies, Statistics, Business Studies.
Apply to Director of Studies, 24 Oakleigh Park North, London N20 9AL. Tel: 01-445 6566. 340084

Adult Education

INNER LONDON

EDUCATION AUTHORITY
The City Lit, Stukeley St., Drury Lane, London WC2B 5LJ
(01-242 8879)
LECTURER II required for 15th April 1983 or as soon as Tutor Organiser for FRESH HORIZONS courses. Relevant experience in the teaching of adults, fresh start courses essential. Salary scale Burnham (FE) inclusive London Allowance, Assistance may be given towards household removal expenses.
Full details and forms from the Clerk, at the above address. The City Lit. Closing date 30th January 1982. (53050) 380000

INNER LONDON

EDUCATION AUTHORITY
The City Lit Centre for Adult Studies
Stukeley Street, Drury Lane, WC2
CENTRE FOR THE DEAF AND SPEECH THERAPY UNIT)
Keeley Street, WC2
HEAD OF CENTRE
Applications are invited from well qualified and experienced teachers of the deaf for appointment to the post.
Salary: Burnham (FE) Vice-Principal Group 2 (under review) £13,866 plus £759 London Allowance.
Assistance may be given towards household expenses.
Details and application forms returnable by 29th January 1982 from the Education Officer (CEC.3), The County Hall, SE1 7PB (stamped addressed foolscap envelope). (53304). 380000

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION
H.M. PRISON RANBY
DEPUTY EDUCATION OFFICER
Required from 1st May, 1982.
For full advertisement please see Special Education Section. Closing date 25th January, 1982. (53264). 380000

NORTHAMPTONSHIRE
COUNTY COUNCIL
RAUNDS YOUNG PEOPLE'S CENTRE
EDUCATION OFFICER

Applications are invited from suitably qualified men and women for the post of Education Officer in charge of the Education Service at Raunds Young People's Centre for the Summer Term 1982.

Applicants should have varied educational experience, preferably in remedial and non-vocational education and in vocational training.

The post is graded Head of Department II (£10,707 - £12,186).

Further details and application forms may be obtained by telephoning Wellingborough (0604) 34834 ext. 5413, or in writing to the County Education Officer, Northampton NN1 2BA, and should be returned not later than Friday 5 February 1982. (53351). 380000

Colleges of Higher Education

Other Appointments

BERKSHIRE
COUNTY COUNCIL
READING COLLEGE AND SCHOOL OF ART AND DESIGN
Part-time Lecturers
Applications are invited for part-time lecturers in the following subjects:
Graphic Design
Fashion Drawing
Fashion Illustration
Fashion Design
Textile Design
Textile Printing
Textile Weaving
Textile Knitting
Textile Embroidery
Textile Machine Knitting
Textile Machine Embroidery
Textile Machine Lace
Textile Machine Weaving
Textile Machine Printing
Textile Machine Dyeing
Textile Machine Finishing
Textile Machine Maintenance
Textile Machine Operation
Textile Machine Programming
Textile Machine Design
Textile Machine Technology
Textile Machine Engineering
Textile Machine Management
Textile Machine Marketing
Textile Machine Sales
Textile Machine Service
Textile Machine Training
Textile Machine Consultancy
Textile Machine Research
Textile Machine Development
Textile Machine Production
Textile Machine Quality Control
Textile Machine Safety
Textile Machine Environment
Textile Machine Energy
Textile Machine Water
Textile Machine Waste
Textile Machine Recycling
Textile Machine Disposal
Textile Machine Legislation
Textile Machine Standards
Textile Machine Testing
Textile Machine Inspection
Textile Machine Certification
Textile Machine Accreditation
Textile Machine Validation
Textile Machine Verification
Textile Machine Calibration
Textile Machine Maintenance
Textile Machine Repair
Textile Machine Overhaul
Textile Machine Upgrade
Textile Machine Modification
Textile Machine Installation
Textile Machine Commissioning
Textile Machine Decommissioning
Textile Machine Disposal
Textile Machine Recycling
Textile Machine Waste
Textile Machine Water
Textile Machine Energy
Textile Machine Environment
Textile Machine Safety
Textile Machine Quality Control
Textile Machine Production
Textile Machine Development
Textile Machine Research
Textile Machine Consultancy
Textile Machine Training
Textile Machine Service
Textile Machine Sales
Textile Machine Marketing
Textile Machine Management
Textile Machine Engineering
Textile Machine Technology
Textile Machine Design
Textile Machine Programming
Textile Machine Operation
Textile Machine Maintenance
Textile Machine Embroidery
Textile Machine Knitting
Textile Machine Weaving
Textile Machine Printing
Textile Machine Dyeing
Textile Machine Finishing
Textile Machine Lace
Textile Machine Embroidery
Textile Machine Knitting
Textile Machine Weaving
Textile Machine Printing
Textile Machine Dyeing
Textile Machine Finishing

Teachers

Saudi Arabia **Up to £19,000**

Our client requires E.F.L. or Mathematics Teachers to teach an American curriculum to Saudi Arabian pupils aged 14–20.
An excellent tax free package is available and candidates must be graduates with 4 years experience.
Contact Antony Taylor at:

THE RECRUITMENT PARTNERSHIP

Court Chambers, 2 Consiclife Road, Darlington. Co Durham DL3 7RG Tel (0325) 55426
In association with the Jackson Taylor International Group

Primary School Teachers

ZAMBIA

The Copperbelt Educational Trust has vacancies for qualified teachers in 8 schools which provide primary education for the children of mining industry employees in Zambia.

Successful applicants may take up employment in August 1982 or January 1983 for a two year period. Attractive conditions of service are offered together with the opportunity to work in modern schools in a firmly structured system.

The Trust will be particularly interested in applicants who have worked in independent schools in Africa or elsewhere. Mature applicants are of interest provided they can satisfy medical conditions. The job is ideally suited for married teacher couples, but applications from single teachers will be welcome. Primary school teachers with additional training and experience in teaching English as a second language will be of special interest.

Please write for further information and an application form, quoting reference TE914, to:

The General Manager,
Zambia Appointments Limited,
Zimco House, 16-28 Tabernacle Street,
London EC2A 4BN.

OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries

Secondary Education – Home Economics

(2 Posts) **Botswana**

To teach Home Economics (Domestic Science and Needlework) up to Cambridge Overseas School Certificate ('O' level); to assist with in-service courses and workshops during vacations; to contribute fully to the extra curricular activities at the school. Applicants, up to age 55, should have a degree in Home Economics and a post-graduate certificate in education. Non-graduate certificated Home Economics teachers will also be considered. All applicants should have a minimum of 2 years experience of teaching Home Economics to GCE 'O' level standard.

Appointment 30–36 months. Graduates salary in range £5,727 – £9,913 per annum which includes an allowance, normally tax free, in range £1,448 – £4,188 per annum. Non-graduates salary in range £5,562 – £9,688 per annum which includes an allowance, normally tax free, in range £2,490 – £4,188 per annum. Terminal gratuity of 25% of basic salary paid to both graduates and non-graduates.

Other benefits include free passages, paid leave, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £2,500 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply quoting ref AH 388J clearly stating post concerned, and giving details of age, qualifications and experience to:–

Recruitment Executive
OVERSEAS DEVELOPMENT ADMINISTRATION
Room 351, Abercrombie House
Eaglesham Road, East Kilbride
Glasgow G75 8EA

ODA

HELPING NATIONS HELP THEMSELVES

OVERSEAS continued

DOMINICA

DOMINICAN REPUBLIC
Required for September, 1982: Primary Teachers (6–13 yrs range). Secondary Teachers for one or more of the following: English, French, Geography, Physics, Chemistry, Biology, Mathematics, Art and Music.
Married couples considered only if both are teachers.
Salary, free accomodations, etc.
C.V. To Mr. A. Nelson, Gulf and Western Americas Corporation, La Romana, Dominican Republic. Candidates for interview will be notified by mid-March. (155552) 460000

CYPRUS

TEACHING CYPRUS AND THE MIDDLE EAST
More than a thousand teachers will for all safety and security will be required from primary to university levels. Good salaries and generous allowances, including free accommodation, free passages, generous holiday leave, free medical care, and many other benefits. Write for free booklet and application form to: THE OVERSEAS APPOINTMENTS BUREAU, 9 Kensington High Street, London W8 5NP. (Tel: 01-937 5011). Telex 24605 OVERS G. 460000

FRENCH WOMAN 31 graduate D.E.S. secretarial diploma seeks appointment to teach or work in Spain. Box 3251, The Times, 8 Fair Bakers Yard, PARIS 1ER. France. (33516) 460000

JAPAN (NAGOYA)

ENGLISH TEACHER AND/OR LEGAL AID CONSULTANT
Staff wanted to provide instruction in commercial English to private clients, small groups and institutions and to fill vacancies of Japanese companies. Applicants should have a degree, legal teaching certificate, experience in English teaching and minimum consultancy experience in professional areas. Available for interviews in Japan in March, 1982.

Send personal history and recent photograph to Akemi Business Consultants, Ltd, Japan Mansion, Room 201, 1-2-29, Meieki, Nishi-ku, Nagoya, Japan (140251) 460000

English Teachers

The continuing requirements of our Saudi Arabia Support Contract mean that a small number of male English Language Teachers will be needed during 1982 to join our staff at the King Faisal Air Academy at Riyadh. They will be responsible for teaching English to students and cadets of the Royal Saudi Air Force.

This is an opportunity to earn at least £13,000 *tax-free* in your first year, with substantial increases in your 2nd, 3rd and 4th years, as an English Language Teacher . . .

. . . working in ***Saudi Arabia*** *with*

BRITISH AEROSPACE

Applicants must be UK citizens whose mother tongue is English. Minimum qualifications required are a BA in English, or with English as a main subject, and three years' full-time post-graduate experience of Teaching English as a Foreign Language. A teaching degree or certificate is also desirable.

In addition to the high *tax-free* salary, successful candidates will receive free accommodation, messing and medical care, and other benefits, including generous travel-paid UK leave.

Please apply in writing giving brief details of experience or telephone Preston 634317.

The Personnel Officer, Saudi Arabia Support Dept., 150/TES
FREEPOST, British Aerospace Aircraft Group,
Warton Division,
Warton Aerodrome, Preston,
Lancs. PR4 1LA.

BRITISH AEROSPACE
Unequalled in its range of job opportunities

ARAMCO

English Teachers

annual salaries from

£12,200 to £13,700

p.a. after tax

plus an overseas cost allowance of not less than

£3,000

Aramco, the Arabian American Oil Company, is the largest oil and gas producing company in the world. Investment in the future is immense and includes a training programme of Saudi Nationals.

This progressive policy has now resulted in an on-going requirement for English Teachers to teach Saudi Arab employees.

Applicants must be degree qualified male English Teachers and we would particularly like to hear from teachers with experience of teaching English as a foreign language (preferably TEFL qualified). Candidates must have 3–4 years post teaching experience.

Aramco can provide you with long term job security through indefinite term contracts. Initial employment is on a single status basis but married status could be offered after 12 months. The company provide paid air fares, free medical care and a selection of sports and recreation facilities that are both modern and extensive.

The opportunity to enjoy a worthwhile career in a challenging and rewarding environment is there for the taking with Aramco in Saudi Arabia.

Write to us today with details of your qualifications and experience or dial the operator and ask for Freefone 8849. Mr. E.A. Bennett.

PMC INTERNATIONAL RECRUITMENT
Dept TES/8/1, 6-7 East Parade, Harrogate, North Yorkshire HG1 5LP
or P.O. Box 39, 10-12 Hounslow Gardens, Hounslow, Middlesex TW3 2LA

PMC
The professional approach to your career.

OVERSEAS continued

FINLAND

INTERNATIONAL SCHOOL OF HELSINKI
Seeks fully qualified experienced teachers for August 1982 at the Middle, Junior and Infant levels, 1818 with 100 pupils (age range 3 – 13) caters for the diplomatic and business communities in Helsinki.
Letters of application including c.v., photo and the names and addresses of two referees must be returned by 8.2.82 to The Headmaster, International School of Helsinki, Tyrpintiekatu 28, SF-00520 Helsinki 52 Finland.
Interviews will be held in London in mid-February. (334191) 460000

KUWAIT

Applications are invited from appropriately qualified and experienced teachers of E.F.L. for one year contracts (renewable). Salary KD 180/- per month, tax free, with possibility of overtime at KD 5/500 per hour, annual gratuity of KD 1,800, furnished air-conditioned accommodation and return air fare to London (KD 170 equal £365). Vacancies also for Director of Studies, Senior teachers and for teachers of Secretarial Subjects. Apply with details of qualifications, experience and recent photograph to: The Director, Kuwait Educational Centre, P.O. Box 21485, Safat, Kuwait. (32466) 460000

FINLAND

ANGLO-FINNISH SUMMER SCHOOL August 1–8 in Finland at Nuuksu, our Lake Pielinen. Optional extra week in the wilds of Kuusamo, near Lapland.
For summer school alone write Wendy Bacon, Tahmela 5 A 5, 33530 Tampere 53, Finland. Price about £74. Limited teaching reductions possible. Also intensive tour from London: details SCANTOURS, 9 Spring Gardens, London SW1A 2BG Tel: 01) 839 2927. (333751 460000

EUROPE

TEACH IN EXCHANGE IN EUROPE

British teachers of modern Languages currently employed in this country are invited to apply for a post-to-post exchange in Austria, Belgium, Federal Republic of Germany, France, Italy, Spain or USSR in the academic year 1982/3. Appointments are for one year, one term or half a term. A small number of exchange appointments are also available in Denmark.

Please write for further details to: Teacher Exchange, Europe (TSA), Central Bureau for Educational Visits and Exchanges, Seymour Mews House, London W1H 9PE. Tel: 01486 5101. (33587) 460000

JAPAN

YOKOHAMA INTERNATIONAL SCHOOL
Required for September 1982 three elementary teachers for students between the ages of 5 – 11. Applicants should have at least one complete year of experience.
Write for application form to: The Headmaster, Yokohama International School, 258 Yamate Cho, Naka-ku, Yokohama, Japan 231. Interviews will take place in the UK in late February or early March. (33272) 460000

SWITZERLAND

INTERNATIONAL BACCALAUREATE OFFICE
GENEVA
The IBO administers the world's first international examination at university entrance level for member schools in 40 countries.
The organisation seeks an EXECUTIVE ASSISTANT TO THE DIRECTOR GENERAL to commence on March 30th 1982 or as soon as possible thereafter.
Professionally qualified candidates, preferably aged 30 – 45, should have proven experience in managerial, financial, personnel and communications fields and be able to work in both English and French. Experience in educational institutions an advantage.
The post will remunerated and offers excellent opportunities in an expanding international organisation.
Applications, curriculum vitae, recent testimonials and the names of two referees should be sent by 1st February 1982 to the Director General, 1211 Geneva 14, from whom further details are available. Preliminary interviews at the UK Offices in Europe and North America. Final interviews in Geneva. (33308) 460000

YEMEN

ARAB REPUBLIC
TEACHERS of junior school age children needed for expatriate international school in Yemen. Must love children and believe in an individualised approach to education. Non-smokers only. Minimum two years experience. Salary ranges from $10600 to $12500.
Apply with complete resume and photo to Aanaa International School, P.O. Box 2080, Sanaa, Yemen Arab Republic. (305240) 460000

MALE Primary teacher in Canberra, Australia, seeks exchange position in U.K. for approximately one year. Excellent working conditions. Large new house and new car available. Catholic preferred.
Further details please write C/ o Hodgson, 13 Burnage Place, Garside, A.C.T. 2904, Australia. (333053) 460000

Administration Local Education Authority

HERTFORDSHIRE

BERKHAMSTED SCHOOL FOR GIRLS

NURSAR

Applications are invited for the post of Nursar to take effect from 1st November 1982. Applicants between forty and fifty. Salary according to qualifications and experience.

For further details and application form apply to the Headmistress, Berkhamsted School for Girls, Kings Road, Berkhamsted, Herts HP4 3AC. Closing date for applications 15th January. (328971 460000

NORFOLK

CAREERS OFFICER

CAREERS OFFICE - CENTRAL AREA (Based in Norwich)

AP 3/4 £5,652 - £7,137 (qualified) per annum.

Preference will be given to experienced officers but those holding the Diploma in Careers Guidance course in December are also invited to apply. Essential car user allowance.

Application forms and further particulars on receipt of s.a.e. from the County Education Office, Room 5, Martineau Lane, Norwich, NR1 2DL, to be returned by 23rd January, 1983. (328971 460000

CITY OF BRADFORD

METROPOLITAN COUNCIL
PRINCIPAL OFFICER (SPECIAL EDUCATION)
£12,111 - £13,269 p.a.
This is a third tier post carrying responsibility for the maintenance and development of special education. The duties include overseeing the pupil day and residential schools, courses and units for over 280 pupils for forward planning, budget preparation, for staffing and placement of pupils. The implementation of the 1980 and 1981 Education Acts will be an early priority. You should have substantial administrative experience at a senior level and teaching experience, especially in special education; would be an advantage. You must be qualified to degree or equivalent standard and be able to demonstrate considerable initiative and professionalism in your career to date. Ref. EA 388(13-17)TES.
A Union Membership Agreement is in operation.
Further details and application forms to be returned by January 25nd 1983 are available from the Personnel Unit, Directorate of Environment Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP. Tel: Bradford 29572, ext. 1888. Please enclose S.A.E. (328691 460000

International School Marsa El Brega Libya

The School, operated by the National Oil Company of Libya, opened in 1965. It is well-equipped and housed in a modern air-conditioned building and is now being re-organised to provide education based on the British system, for expatriate employees' children aged 5–11. The pupil intake is international but the majority of the children are British. Numbers, initially about 50, will rise to approximately 100.

The following staff are URGENTLY REQUIRED for APRIL 1982 or as soon as possible.

Infant Teachers
Junior Teachers

CANDIDATES should have a minimum of 5 years experience at the appropriate level and should preferably have had overseas experience. Teaching couples would be particularly suitable.

SALARY and allowances will be in the region of £13,000 after tax, on a two year contract. Free furnished accommodation is provided.

CONDITIONS include: annual return passages, children's educational allowance, resettlement payments, medical cover and other usual company benefits.

Please apply IMMEDIATELY with full curriculum vitae to: Mr F J Smith in London or Mr N Livingstone in Edinburgh.

Gabbitas-Thring

Broughton House, 6, 7 and 8 Sackville Street, Piccadilly, London W1X 2BR Tel: 01-734 0161

Education Department

Senior Administrative Assistant

SO1 £8,673 – £9,216 inclusive

As a result of promotion of the present post holder we are seeking an experienced person to manage the Section of the Schools Branch which is responsible for a range of administrative support services to school admissions and transfers, including 1980 Act procedures, pre-school provision and arrangements for special education. The Officer will deputise for the Principal Administrative Assistant of the Branch in her absence.

The role is demanding and the position required someone able to work effectively when under pressure, able to establish good relationships with Parents, Heads, etc., and with a good understanding of the needs of children with widely varying education and social needs.

Good knowledge and experience of educational administration is essential and an appropriate qualification would be an advantage.

Application forms and further details from Controller of Personnel Services, Walthamstow Town Hall, Forest Road, London, E17 4JF. (Tel. 01-531 6899 – 24 hour answering service.)
Please quote Ref: G.4309. Closing date 22nd January 1982.

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

THE ENGLISH SCHOOL NICOSIA, CYPRUS

A "selective grammar" School of about 780 boys and girls, mainly Greek-Cypriot but including some 20 other nationalities. Sixth-Form of over 200, most taking 4 A-levels. Much importance attached to out-of-class activities. The Headmaster is an overseas member of HMC.

Applications are invited for the following posts for September 1982:

Head of English Department
Teacher of English Language
Head of Greek Department
Teachers of Greek
Head of Biology Department
Teacher of Biology
Teacher of Mathematics (SMP) and/or Physics and/or Technical Drawing (two of these subjects making a full-time post)

Preference will be given to Graduates of British Universities: ability and willingness to help with out-of-class activities (*e.g.* Duke of Edinburgh Award Scheme, Orchestra, Drama) will be a considerable advantage.

THE ENGLISH INSTITUTE NICOSIA, CYPRUS

(associated with the English School)

The Institute has over 2,000 pupils, Primary School age to adult. English classes range from beginners' to GCE 'O'-level; other subjects are taught mainly at GCE 'O'- and A-level; the Institute is also an approved centre for the RSA TEFL Diploma and Institute of Bankers examinations. The average class-size is 16; senior classes are usually smaller. Classes are held in the afternoon and evening, Monday to Friday, October to May.
Applications are invited for the following posts for September 1982:

HEAD OF THE ENGLISH DEPARTMENT
To be responsible for all aspects of English Language teaching, including planning, supervision and guidance of teachers, allocation of students to classes, organization of in-service seminars. To teach up to 10 lessons weekly. There are 12 full-time and 20 part-time teachers in this Department.

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE
TEACHER OF PHYSICS TO GCE A-LEVEL
To teach up to 20 hours a week, and to co-operate with the Head of Department in all aspects of teaching, examining, provision of materials, planning, etc. Attendance at in-service seminars is required.

For all posts, both School and Institute, the initial contract is for one year, but extensions are very desirable. Air fare, baggage allowance, medical scheme. Salary tax-free for first two years. More detailed information will be sent to short-listed applicants. Applications, giving detailed curriculum vitae, enclosing recent photograph, and naming two referees (one of whom must be the applicant's present or most recent Head Teacher) should be received by the Headmaster, The English School, Nicosia, Cyprus, *not later than Monday 1st February.*
Interviews in London first week of March.

BOGOTA, COLOMBIA (SOUTH AMERICA)

COLEGIO ANGLO COLOMBIANO, is a bilingual day school, mixed, 960 students, 4–18 years, mainly Colombian, with curriculum leading to International Baccalaureate, Colombian Bachillerato, Cambridge English Certificates and G.C.E. (British Council and Embassy represented in the governing body).
Vacancies for September, 1982:

A. SECONDARY SECTION POSTS.
1. Head of Secondary Section: to co-ordinate the administration, the curriculum development and the tutorial work of this section. Candidates should be over 30 years of age, be highly-qualified and with experience in a secondary school. Knowledge of Spanish essential.
2. Head of English Department: candidates should have not less than 4 years' teaching experience; a good degree in English; a strong interest in Literature and E2L; must be prepared to play a major tutorial role with senior students.
3. Head of Science Department: candidates should have not less than 4 years' teaching experience; a good degree in a Science; with experience and special interest in the teaching of Physics or Chemistry; must be prepared to play a major tutorial role.
4. (i) Teachers of English.
(ii) 2 teachers of Maths (SMP).
Candidates should be graduates with not less than 2 years' teaching experience.

B. PRIMARY SECTION POSTS.
In the Primary Section, there are vacancies for:
(i) 1st. year Junior class;
(ii) Upper Junior class.
Candidates should have not less than 2 years' teaching experience, and have a special interest in language development. Please state other teaching interests.

Interviews: February in Manchester.

Conditions of Service: salaries paid in Colombian pesos (total remuneration above Burnham), with settlement allowance, annual and terminal bonuses, medical insurance, return flight, baggage allowance, visa expenses all paid by the school. 3 year contracts, renewable.

Other than for Head of Secondary, posts are open only to single candidates or working married couples.

Apply, with CVs, directly to: Paul Burke, M. A.; Headmaster; Colegio Anglo Colombiano; Apartado Aéro 52969; Bogotá, 2; Colombia; South America.

THE NEW ENGLISH SCHOOL KUWAIT

Teaching posts in the following subjects will become vacant in September 1982 in this English medium school. Joint applications from married couples without children are particularly welcome.

SECONDARY SCHOOL
(1000 on roll to "O" and "A" level)
English Language and Literature Mathematics
Chemistry Physics Biology
Computer Studies History Geography
French Art P.E. (Boys and Girls)
Economics

PRIMARY SCHOOL
(1000 on roll)
Upper Junior Class Teachers (9½–11½ years)
Lower Junior Class Teachers (7½–9½ years)
Infant Class Teachers (4½–7½ years)

TERMS
One year contract renewable beginning September 1st, 1982. Tax free salary in range £5000 to £9000 (at current exchange rates) according to qualification and experience. Terminal Gratuity. Rent free furnished air conditioned accommodation. Economy class return air passages. Interviews in UK, March 22nd to March 31st.

For further information and application form, apply with brief curriculum to the Director, New English School, P.O. Box 8156, Hawalli, Kuwait, Arabian Gulf. Enclosing a self addressed (not stamped) foolscap envelope.

GULF ENGLISH SCHOOL KUWAIT

Applications are invited for the following posts from single men or women or married couples without children in this English medium school for September, 1981.

PRIMARY SCHOOL
(expected)

CLASS TEACHERS
for all levels from 4½ to 11½ years

SECONDARY SCHOOL
(First two years at present, progressing to 'O' level by 1985/6 and 'A' level by 1987/8)

Teachers able to offer a suitable combination of two or more of the following subjects:–
ENGLISH
FRENCH
MATHEMATICS
PHYSICS
CHEMISTRY
BIOLOGY
HISTORY
GEOGRAPHY/SOCIAL STUDIES
ART/CRAFT
MUSIC
PE & GAMES (BOYS/GIRLS)

Contracts are for one year (renewable) commencing 1st September, 1982. Salary commencing at £6,000 p.a. tax free (at present exchange rates) with additions for qualifications and experience. Furnished, air-conditioned accommodation provided free of charge. Return economy class air fares. Interviews in U.K. during March. Apply for further information and application forms enclosing s.a.e. to 'The Director', P.O. Box 21421, Seiba, Kuwait.

Education

Assistant Wardens (Teachers' Centres)

£9501 – £10590 pa
Ref: A12/145

Applications are invited from suitably qualified teachers with successful experience in primary or secondary education for the following posts:

North Notts. Team (2 posts)

Required to work as part of a team of 3 staff (1 Senior and 2 Assistant Wardens) based in the main centre at present in Sutton Centre, Sutton in Ashfield (though this may change to a more central location in Mansfield), but with outposts in the Districts of Bassetlaw and Newark. 1 post is principally to cover work in the Newark area, the other Bassetlaw. Candidates should be capable of encouraging and sustaining in-service work both at the main centre and in association with the schools.

South Notts. Team (1 post)

Required to work as part of a team of 3 staff (1 Senior and 2 Assistant Wardens) based on the main centre at Cranmer Street, Nottingham, but with outposts in the Districts of Broxtowe, Gedling and Rushcliffe. The post is principally to cover work in the Broxtowe area and, to assist the Senior Warden in the City area.

Candidates should be capable of encouraging and sustaining curriculum development work both at the centre and in association with the schools.

Application forms and further details (SAE) are available from the Director of Education at County Hall. Please state if you have a preference for either area. Closing date 22 January, 1982.

Nottinghamshire County Council
County Hall, West Bridgford, Nottingham NG2 7QP

Royal County of BERKSHIRE

SENIOR EDUCATION OFFICER

£15,690 – £16,770 p.a.

Applications are invited from graduates with substantial and successful experience in teaching and administration for appointment to this third tier post in the Schools Division of the County Education Department.

PROFESSIONAL ASSISTANT

£8991 – £9993 p.a.

Applications are invited from persons who have a good degree and successful teaching experience for appointment to a first post in administration. Broad and responsible experience of the education service will be available and the initial field of work will be in the Schools Division.

Details and application forms from The Director of Education (RN), Shire Hall, Shinfield Park, Reading RG2 9XE (s.a.e. please). Closing date 22.1.82

PROFESSIONAL COMMUNICATION SERVICES

is a team of language management trainers. This team provides a professional service to organizations with transnational commitments. Each team member:

- is sensitive to second language learning difficulties
- can work individually and as a member of a professional team
- is fully aware of current professional trends
- can apply manageable theories to detect and correct communication breakdown
- can take and justify professional decisions
- is prepared to travel

The team will appoint a new member in early 1982.

Please apply in writing, giving contact telephone number, enclosing a Curriculum Vitae and the names of two referees to:

The Director
Professional Communication Services
The Towers
183 Holton Road, Barry CF6 6HP
South Wales

Microelectronics Education Programme
EASTERN REGION

CO-ORDINATOR
For Inservice training (Scale 3)

Applications are invited from practicing teachers with experience of using a variety of Computer Based Learning Systems for the post of Co-Ordinator of Inservice Training and Curriculum Development in the field of Computer Based Learning Systems for the Eastern Region of the Microelectronics Education Programme.

The post will be based at the London Borough of Havering's Educational Computer Centre. The appointment or secondment will be for the duration of the M.E.P.

Application forms and further details are available from Mr. W.R. Broderick, Head of Educational Computer Centre, Tring Gardens, Harold Hill, Romford, RM3 9QX, to whom they should be returned by the closing date of 1st February, 1982.

SURREY COUNTY COUNCIL

General Inspector for Mathematics

£13,719 – £14,844

To be responsible for co-ordinating Inspectorate work in mathematics across the county and as a member of an area team.

Applicants should have good relevant teaching experience, some of it in a senior post. Experience of curriculum development and of leading a group of adults is desirable.

Application form from County Education Officer (Ref. NTP/JAF), County Hall, Kingston upon Thames, Surrey. Tel: 01-546 1050, Ext. 3169.

480000

PRINCIPAL DESIGNATE

£22,719-£23,625 p.a.
(Burnham F.E. Group 10)

To manage and provide academic leadership for the development of a new college to be formed by the merger of Bradford and Ilkley Colleges from the 1st September 1982. The College will provide full/part-time advanced and non-advanced further education (including teacher training) and non-vocational education. The constituent colleges serve the regional/local community including industry, commerce and the multi-cultural inner city.

Please telephone Bradford (0274) 29577, ext. 7892, for further details. Letters of application to include a full c.v. and two referees by 25th January 1982 to Directorate Personnel Officer, Directorate of Educational Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP.

City of Bradford Metropolitan Council

LEEDS AREA HEALTH AUTHORITY (TEACHING)

Health Education Service
HEALTH EDUCATION OFFICER

£6684 – £8147 p.a.

Applications are invited for this interesting and challenging post which is based at St Mary's Hospital, Leeds 12. The position involves liaising with the Local Education Authority to develop co-ordinated health education curricula in schools in the Leeds Area.

Possession of the Diploma of Health Education is preferable, also either the B.Ed. or a Teaching Certificate.

If you have:– *experience in community development *tact *diplomacy *initiative *enthusiasm – we would like to hear from you!

For further details, interested applicants may telephone Mrs.V. Rowell, Area Health Education Officer at Leeds (0532) 790121, ext. 270.

Application forms (to be returned by 22nd January 1982) and job descriptions available from the Area Personnel Department, Leeds Area Health Authority (Teaching), St Mary's House, St Mary's Road, Leeds LS7 3JX. Tel. (0532) 624240.

Hounslow

Teachers' Centre Warden
(Burnham HT Group 7 & London Allowance £498)

The Hounslow Centre has a high reputation in the INSET field. The Warden plans and stimulates the life of the Centre, which has two sites, and co-ordinates the Borough's In-service programme. The Authority seeks to appoint a teacher with wide experience who is in a post with substantial responsibility.

Appointment to commence Summer term 1982.

Application form and further particulars from the Director of Education, (P/MMB) Civic Centre, Lampton Road, Hounslow, TW3 4DN.

Please enclose SAE.

Closing Date: 20 January 1982.

SENIOR AUDIT ASSISTANT

SO1: £8673 – £9216 PA INCLUSIVE

Applications are invited from suitably qualified persons for this post which has specific responsibilities for the Internal Audit Work and auditory items of financial control within the West London Institute of Higher Education. The position will be sited in the Administrative Block located at Gordon House, Twickenham but will also service our campus at Lancaster House, Isleworth, and will involve some intersite travel between the campuses and the computer centre of the Local Authority.

This position would also be suitable for persons on early retirement from Local Government, Banking or a Financial Organization specializing in an Audit background. Hours are negotiable within the above salary grading and will be paid pro rata accordingly.

Application forms and further details from:

Assistant Registrar (Personnel)
West London Institute of Higher Education
Gordon House
300 St Margaret's Road
Twickenham
Middlesex
TW1 1PT

EDUCATIONAL REPRESENTATIVE
for
NORTH OF ENGLAND
and
SCOTLAND

Methuen Educational Limited, a division of Associated Book Publishers (UK) Limited, require an educational representative to promote the sales of their books to secondary schools, teachers' centres, etc., and to organise exhibitions.

The successful applicant should be aged between 25 and 35 years, with experience of the educational market, and can anticipate promotion after demonstrating the necessary qualities.

A competitive salary is offered, in addition to a company car, and the usual benefits.

Please apply in writing with curriculum vitae (including present salary) to:

David Richards
Personnel Director, Associated Book Publishers (UK) Limited
North Way, Andover, Hants, SP10 5BE

ASSOCIATED BOOK PUBLISHERS (UK) LIMITED

Assistant Education Officer

£14,142 – £15,174 p.a.

The main responsibilities of the post are to plan the co-ordination of current provision for 16-19 year olds within the county and to plan and implement developments at the tertiary stage in consultation with colleagues. Major reviews are already under way in this area.

The post holder will also be responsible for the planning and development of the Careers Service, directing the administration of awards to students and the development of the County Council's links between education and industry.

Experienced education officers with a sound record of achievement are invited to apply. Assistance is available with the costs incurred in moving home in appropriate cases.

Application forms and further details are available from the County Personnel Officer, Walwers Lane, Lewes, East Sussex. Tel: Lewes (07916) 5400 ext. 12367.

Closing date 15 January 1982.

ADMINISTRATIVE STAFF

Vacancy for at least one experienced administrative officer. Applicants should normally have HNC/D, degree or equivalent, an interest in vocational education and examination systems, and 5 years relevant experience.

Appointments as temporary Administrative Assistants may also be available with less experience.

Salary Ranges:
Senior Administrative Officer £5,430 – £10,810
Administrative Officer £7,510 – £9,880
Administrative Assistant £5,595 – £7,185

Write for details to: Business Education Council, (Admin Posts), Berkshire House, 168/173 High Holborn, London WC1V 7AQ.

BEC BUSINESS EDUCATION COUNCIL

Leicestershire

PRIMARY SCHOOLS ADVISER
(RE-ADVERTISEMENT)
£14,385–£15,513

Applications are invited from suitably qualified persons who have the appropriate practical experience to be a member of a team of three Advisers for Primary Schools. The vacancy is for an adviser for nursery and infants education but the person appointed will be expected to give advice over the whole field of primary education.

Further particulars on receipt of s.a.e.

Applications (no forms) giving details of qualifications, teaching and practical experience, with names and addresses of two referees and enclosing s.a.e. to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF by 29th January.

EQUAL OPPORTUNITIES POLICY. Applications are welcome from suitably qualified and/or experienced people regardless of race, disability, sex or marital status.

L.E.A.
continued

HERTFORDSHIRE
COUNTY COUNCIL
CAREERS SERVICE
CAREERS OFFICER- NORTH HERTS
Applications are invited from qualified Careers Officers, for the post of Careers Officer, based at Stevenage. An interest in work with handicapped young people is essential. Salary scale AP3/4 (£4858 - £7137).
Application forms and further details from County Careers Office, County Hall, Hertford, SG13 8DF, to be returned two weeks after the appearance of this advertisement. (3356B) 480000

LANCASHIRE
COUNTY COUNCIL
CAREERS SERVICE
DISTRICT CAREERS OFFICER
WEST LANCASHIRE DISTRICT
Salary: £6,9.2 £8,991 to £9,528
The Lancashire Careers Service has a vacancy for a District Careers Officer in the West Lancashire District, to be based at Skelmersdale. Applications are invited from professionally trained and qualified Careers Officers who have had considerable experience in a senior post within the Careers Service, preferably including some management responsibility.
The West Lancashire District is the most southerly of the 14 educational districts within the County and is part of the Merseyside travel-to-work area. There are two full-time offices at Skelmersdale and Ormskirk, with a staff of 5 professional staff and 4 support staff, together with a team of three specialist staff, funded by central government, to deal with unemployment within the area.
Application forms and further particulars available from Chief Education Officer, Education Department, County Hall, Preston, to whom they should be returned by 22nd January 1982 quoting reference A61/1/PJ. (3335B) 480000

Inspector for Foreign Languages

£13506 – £14631 pa
Ref: A12/145

This important appointment to the County Inspection and Advisory Service will involve responsibility for providing specialist language advice and support for schools in and around the city of Nottingham, and for some more general work across a range of schools. The post offers stimulating opportunities for a candidate of imagination and initiative with enthusiasm for modern educational development and high standards. It arises from the movement of the present holder to more general duties. The successful candidate, male or female, will be well qualified, will have successful and relevant teaching experience at a senior level, and a good appreciation of wider educational issues.

An essential user car allowance is payable and relocation expenses will be granted in appropriate cases.

Forms and further details (SEA please) are available from the Director of Education, at County Hall. Closing date 22 January 1982.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

LEICESTERSHIRE
CAREERS OFFICER (CASCAID INFORMATION RESEARCH/LEAVER SPECIALIST)
The Officer appointment will spend 60% of their time working in the CASCAID Unit on careers information research relating to the Careers Application Service Computer Aid Project and 40% in the Leicester City area working as a Careers Officer working mainly with leavers. Salary Scale AP3/4 (£4301 - £7185). CASCAID is used nationally by 70 LEA Careers Services. Applicants should be qualified Careers Officers with at least one year's experience. Further details on receipt of S.A.E.
Apply (no forms) giving full details, ratings and addresses of two referees and enclosing S.A.E. to the Director of Education, County Hall, Glenfield, Leicester by 18th January. (3329B) 480000

MANCHESTER
GREATER MANCHESTER AND LANCASHIRE
REGIONAL INFORMATION CENTRE FOR MICRO-ELECTRONICS IN EDUCATION
ADMINISTRATIVE ASSISTANT
AP3 (£5659 - £6333)
The post will be based at the Didsbury site, Manchester Polytechnic and will terminate on 31 March 1984. The person appointed will assist the Director in promoting and encouraging micro-electronics education.
Applicants should have a good knowledge of microelectronic applications with the necessary administrative skills and personal qualities to provide an information service to teachers in the region.
Further details from R Chantry-Price, Manchester Polytechnic, 799 Wilmslow Road, Manchester M20 8RR.
Closing date for applications: 25th January 1982. (3318B) 480000

HAMPSHIRE
EDUCATION COMMITTEE
CAREERS SERVICE
CAREERS ADVISER
Salary Grade AP3/4
Applications are invited from qualified Careers Advisers for a vacancy at the Eastleigh Careers Office in the South West Division of the Hampshire Careers Service. The area covered by this office is both urban and rural and Eastleigh is conveniently placed to the major city of Southampton and to the New Forest and South Coast.
Minimum starting salary for newly qualified officers £5659, with occasional progression to £6503 after one year.
Driving licence and car desirable. Generous relocation expenses are payable in appropriate cases.
Further details and application forms from Assistant County Education Officer (Careers), Litton Lodge, Clifton Road, Winchester SO22 5BP quoting reference 4609. Returnable by 18th January 1982. (3324B) 480000

GREATER MANCHESTER AND LANCASHIRE
REGIONAL INFORMATION CENTRE FOR MICRO-ELECTRONICS IN EDUCATION
ADMINISTRATIVE ASSISTANT
AP3 (£5659 - £6333)
The post will be based at the Didsbury site, Manchester Polytechnic and will terminate on 31 March 1984. The person appointed will assist the Director in promoting and encouraging micro-electronics education.
Applicants should have a good knowledge of microelectronic applications with the necessary administrative skills and personal qualities to provide an information service to teachers in the region.
Further details from R Chantry-Price, Manchester Polytechnic, 799 Wilmslow Road, Manchester M20 8RR.
Closing date for applications: 25th January 1982. (3318B)
SOMERSET
WESTFIELD SCHOOL Sidar Road, Yeovil
BURSAR
The salary for this post will be £9,198 - £9,735 per annum (Senior Officer 1).
This post is seen as presenting an excellent opportunity for suitably qualified local governament administrators to gain experience in an important job which should be valuable to them in the context of their long term career prospects. The successful applicant will be a key member of the schools administration responsible to the Head for the financial and personnel supervision of the non-teaching staff and the maintenance of buildings and grounds.
Application forms and further details are available from the Head at the above school (s.a.e. please). Closing date for the return of the completed forms is 22nd January 1982. (3329B) 480000

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION
Careers Service
SPECIALIST CAREERS OFFICER
(Ethnic Minorities)
£7237 - £7875 pa
This post will be based in the Nottingham City Careers Office, with responsibility to the District Careers Officer for work with young people from an ethnic minority background.
Applicants (male or female) should be experienced Careers Officers and possess the Diploma in Careers Guidance or its equivalent. Some of the reduced caseload of work will be allocated to enable the successful applicant to gain experience on such young people and a continuing concern for these people once they have left school. There will also be a need to liaise with other agencies involved with ethnic minorities and with the ethnic minority communities themselves. A casual car user allowance is payable.
Application forms and further details are available from the Director of Education, County Hall, West Bridgford, Nottingham NG2 7QP (Tel: Nottingham 852417 Ext. 387). Closing date 18th January 1982. Please quote ref. YE1/145. (3304B) 480000

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
CAREER OFFICER (UNEMPLOYMENT SPECIALIST)
To specialise in helping the young unemployed. Based on Tamworth. Full Sterling salary according to age, experience and qualifications.
Salary AP 3/4 £5,659 - £6,333. Car allowance.
Application forms and further details from the Chief Education Officer, (Staffing Non-Teaching), Education Offices, Tipping Street, Stafford. ST16 2DH. Closing date 14 days after publication.
All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trade Union. (3324B) 480000

STAFFORDSHIRE
EDUCATION COMMITTEE
STANDON COLLEGE OF FURTHER EDUCATION
Applications are invited for the post of: CHIEF ADMINISTRATIVE OFFICER AND CLERK TO THE BOARD OF GOVERNORS
Salary Grade SO3 £8991 - £9538 pa.
Applicants should have a degree or final professional qualification and substantial experience of administrative work within an establishment of further or and higher education.
Further details and application forms are available from the Principal, Stafford College of Further Education, Earl Street, Stafford ST16 3QR, to whom applications should be returned by 22nd January, 1982. All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate trade union. (3329B) 480000

Education Psychologists

NORTHUMBERLAND
Applications from teachers with an Honours Degree in Psychology, or equivalent, together with teacher training and experience, interested in training as Educational Psychologists and willing to work for the Education Authority for at least two years after qualification. Training involves one or two year post-graduate courses leading to a Higher Degree in Educational Psychology. Appointment to the post conditional upon candidates being accepted for training and gaining a place on an appropriate course.
Salary - Burnham Scale 3 Points 4 - 9. Assistance with removal expenses possible in approved cases.
Application forms returnable by 22nd Jan., and further details obtainable by sending S.A.E. to Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne, NE3 3AA (3326B) 360000

Examiners

LONDON REGIONAL EXAMINING BOARD
Applications are invited for the following posts:
ASSISTANT EXAMINERS
Biology, Computer Studies, History, Metalwork, Woodwork.
ASSESSORS
History, Computer Studies
VISITING ASSESSORS (Handicapped)
Resident within a radius of 40 miles of Stirling Cross.
Drama, Music, Theatre Arts
VISITING ASSESSORS (Handicapped)
Resident within a radius of 40 miles of Guildford.
Graphical Communication, Metalwork, Motor Engineering, Woodwork.
Application Forms and further details may be obtained on receipt by postcard from the undersigned to whom completed application forms should be returned NOT LATER THAN 22 JANUARY 1982.
D H H Board MA, Secretary to the Board, Southern Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF. (3343B) 600000

Child Care

DORSET
COUNTY COUNCIL
County Education Department
BROADHILL BOARDING HOUSE
Rhode Lane, Upton, Lyme Regis, Dorset.
RESIDENT HOUSEPARENT (Female)
A Girls Boarding House which enjoys a pleasant Country House setting and caters for 25 girls, most of whose families are often resident abroad.
You should if possible, have relevant qualifications and you must be interested in the welfare of children and should be interested in the responsibility of organising leisure activities both indoors and outdoors.
A furnished sitting room, is available, for which a charge for accomodation and meals will be made.
You will work a total of 47 hours per week consisting of weekend work and 2 evenings per week only. Salary within the Scale 3 County Council's Range £3648 to £4626 with a starting in allowance of £2.98 per night.
Application forms returnable as soon as possible and further details (SAE) from Housemistress, Rhodehill House, Rhode Lane, Upton, Lyme Regis, Dorset. DT7 3LX. (3366B)360000

Ancillary Services

SURREY
CITY OF LONDON FREEMEN'S SCHOOL
Ashtead Park, Surrey
Co-educational day and boarding public school 9 - 18: 820 on roll. Matron required for Girls' Boarding House in January or as soon as available. Residential post with self contained flat. Salary according to experience. Free board in terms.
Please apply with details date and names and addresses of two referees to: Headmaster, The Ashtead 77933. (3364B) 640000

Miscellaneous

LONDON
INNER LONDON EDUCATION AUTHORITY
CITY ARMS
The Surrey Docks Farm - set up in 1975 - requires a qualified teacher as soon as possible. The post will be either at scale 2 for a suitably qualified applicant, or at scale 3. The successful candidate will be responsible for establishing and maintaining contacts with the schools and teachers of the area, and for developing the very considerable educational possibilities offered by the farm. (There is an established day-time staff of twenty-eight as well as various other trainee and voluntary helpers, a tea room and a toilet block on the site, but the use of existing school premises). This post offers unique opportunities for a teacher who is in sympathy with the cooperative approach of those who run the farm, and who is prepared to take full advantage of the facilities available from various LEA agencies.
Further details and application forms obtainable from, and returnable to ECFL, Room 270, The County Hall, London, SE1 7PB. Closing date for receipt of completed applications, 29 January 1982. (3326B) 460000

Authors required to contribute to growing series of careers books. Send s.a.e. to Hamilton House, Creaton, Northampton. (3328B) 460000

SCHOOLS REPRESENTATIVE

Addison-Wesley Publishers, leaders in mathematics and science at primary and secondary school level, are looking for an energetic and ambitious representative to join their sales team.

The territory you would cover consists of Lancashire, Yorkshire, and the East Midlands, so it would be preferable if you live in, or are prepared to move to, the Greater Manchester area. You will be travelling extensively and should be prepared to spend some time away from home base.

We'd like you to have had some teaching experience, although this is not essential, and if you're at all familiar with computers, so much the better. You will need to be able to discuss our material at all levels, address groups in a lecture or workshop situation, and be willing to organise exhibitions.

We will offer you an attractive package in return for your talents: a competitive salary, a Ford Cortina estate car, and generous fringe benefits. If you are keen to embark on a career in educational publishing, then this could be your opportunity.

If you think you've got what we're looking for, please write with full details of your career to date to:

W Fergus Hall, School Sales Director
Addison-Wesley Publishers Limited
53 Bedford Square, London WC1B 3DZ

Somerset

SOMERSET EDUCATION AND CULTURAL SERVICES COMMITTEE
COMMUNITY EDUCATION BRANCH
EDUCATION OFFICER
(COMMUNITY EDUCATION)
SALARY SCALE PO 2 (v), currently £12408 to £13593 per annum.

Applications are invited for this third-tier post within the Community Education Branch of the Department.
The successful applicant will have delegated responsibilities from the Deputy Chief Education Officer (Post 16 Education) for the development and management of the Community Education service throughout Somerset and will also be expected to contribute in a lively and imaginative way toward the education/training needs of the unemployed.
Application form and further details available from the Chief Education Officer, Staffing NT, County Hall, Taunton, Somerset, TA1 4DY. (Stamped Addressed Envelope please).
Closing Date: 29 January 1982.

Education Department
Applications are invited from persons with an honours degree and successful teaching experience for the following posts which offer an opportunity to enter educational administration in a large County Authority:

Deputy Area Education Officer
(2 posts)
Salary PO1E (£9528-£10,581)

(a) Deputy to the Area Education Officer for Derby and South Derbyshire, based at Derby.
(b) Deputy to the Area Education Officer for Amber Valley & Erewash, based at Ripley.

Professional Assistant
Salary PO1D (£8991-£9993)
Based in the Further Education division at Matlock.

There is a scheme of financial assistance for newly appointed staff, including removal, lodging and relocation allowances. A casual user car allowance is available.

Further details and form of application may be obtained from the Director of Education, County Offices, Matlock DE4 3AG. (Telephone (0629) 3411 extension 6418).
Applications should be submitted by 27 January 1982.

DERBYSHIRE County Council

ASSISTANT PRODUCERS
OPEN UNIVERSITY PRODUCTION CENTRE

Candidates, who must have a good degree in a relevant subject, are required for the following faculty areas: Educational Studies, Mathematics (computing, statistics, mathematics, education), Arts (art history, architecture), Technology (electronics, telecommunications). At least two years' post-university experience and the ability to work on a wide range of subject disciplines is essential. Candidates will be required to demonstrate an informed interest in Adult Education and their potential for the production of television and radio programmes. Successful applicants, who will be given production training if necessary, will work on all aspects of the production of radio and television programmes for the Open University.

Salary: £7945 – £10,776 p.a. (according to qualifications and experience) plus unconsolidated allowance of £770 p.a. Based Milton Keynes. Relocation expenses considered.

Contact us immediately for application form (quote ref. 2566/TES and enclose s.a.e.): BBC Appointments, London W1A 1AA. Tel: 01-580 4468 Ext. 4619.

We are an equal opportunities employer.

BBC

MISCELLANEOUS
continued

ISLE OF WIGHT
COUNTY COUNCIL
SOUTH WIGHT SPORTS CENTRE
SANDOWN HIGH SCHOOL
The Fairway, Sandown
Required for 1st April 1983, SPORTS MANAGER to be responsible to the Management Committee for the day to day running of the sports facilities as a community resource at this dual use complex which forms part of Sandown High School. Salary Grade AP3 - £7371/£7879. Applicants must have relevant experience in Recreational Management, supported by qualifications.
Application forms and details from The County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD, to whom completed forms should be returned by 28 January 1982. (3310B) 660000

LONDON
WINCHESTER PROJECT
TEACHER (Scale 3) REQUIRED initially to cover maternity
We are a small project based in Swiss Cottage, comprising a Youth Club, an I.T. centre and an educational day centre working with secondary school children who are not attending mainstream education.
The project is looking towards integrating all of its work in these areas when it moves back into refurbished premises.
We wish to appoint a man to balance the team of 4 full-time teachers. Applicants must be qualified teachers who have completed their probationary year. A driving licence is an advantage.
Closing date, two weeks from appearance of this advertisement. Contact W.H.E.W. 285 Finchley Road, N.W.3 for job description. (3333E) 650000

ENVIRONMENTAL STUDIES
free charts, leaflets, facts figure on conservation. U.K. wildlife, habitat, country sports. Write SFSB, 39 Kensington Road, London. SE1 7PZ. (3234B) 660000

Career Progression
. . . for those with flair and energy!
These key posts, at the Hillcrest School and Community College, call for qualified and experienced teachers with an enthusiastic, vigorous and committed approach to their work. Located in pleasant, modern buildings, both appointees will have the opportunity to play an active part in the wider life of this flourishing school/college.
HEAD OF ENGLISH (Scale 4)
The English Department forms an important part of the humanities faculty and the Head of Department, supported by eight full/part-time staff, will be responsible for organising the teaching of English to CSE/'O' level and coordinating English remedial education. A visionary outlook on the Department's work, together with sound discipline and the ability to foster good relations, is essential.
COMMUNITY TUTOR (Scale 3)
Responsible for developing/organising a wide range of adult activities, including the continued fostering of community spirit to bring groups and individuals together. The work of the Community College is well developed, but, as a fresh approach will be welcomed, candidates with past teaching experience — who are currently engaged in other work — will receive full consideration.
Quoting the appropriate post, applicants can obtain a detailed fact sheet and application form from: The Principal, Hillcrest School & Community College, Simms Lane, Netherton, Dudley, West Midlands.
DUDLEY Metropolitan Borough

SANDWELL
METROPOLITAN BOROUGH COUNCIL
SOCIAL SERVICES DEPARTMENT
Grade SO1 £8,190 to £8,733
INTERMEDIATE TREATMENT GROUP WORKER
To join a small staff team to assist in the running of an experimental Intermediate Treatment Centre and be accountable to the Centre Manager. The work involves intensive group work with young people and its subsequent analysis which is given a high priority.
The successful applicant will be experienced in dealing with teenagers and hold the relevant qualification in social work, teaching or youth work. Whilst flair and initiative are essential, personal discipline and a desire to support a systematic approach are also vital.
The I.T. Centre is a non-residential centre concerned primarily with helping young offenders cope successfully in their own communities.
Applicants must be car drivers and a casual mileage rate is paid. Financial assistance towards removal and legal expenses is considered as well as temporary accommodation during a setting-in period.
Closing date 25th January, 1982.
Requests (quoting ref. no. 598 and enclosing S.A.E.) for application forms and further details should be made to the Personnel Officer, Town Hall, West Bromwich, B70 8DX.
Sandwell Council is an equal opportunity employer and vacancies are open to both sexes, all races, and to registered disabled people. A Union Membership Agreement is in operation. Canvassing of members of the authority will disqualify.

POWYS
THEATRE POWYS/FOOTLOOSE DANCE T.I.E. D.I.E. & Community Company. Required by DAN CE TEACHERS URGENTLY to join an M.S.C. funded company. It is essential that applicant satisfy M.S.C. conditions. At all applicants over 25 must have been registered unemployed for last 12 months or longer - 6 months if under 25. Short-term employment during that period renders ineligible.
Telephone: 0597 3588 for further details or write with full details, photograph & C.V. to: The Drill Hall Centre, Tremont Road, Llandrindod Wells, Powys.
Auditions Powys/Footloose Theatre Powys/Footloose are funded by the Welsh Arts Council, the Gulbenkian Foundation, the Welsh Arts Association. (3307S) 550000

Outdoor Education

BARNET
LONDON BOROUGH OF BARNET
Education Department
MARK ROBINSON REMOLE SPORTS CENTRE
Applications are invited for the above post from persons with appropriate experience in community education. A qualification in recreation management would be an added advantage.
Salary: Grade AP5 £7854 to £8358 per annum inclusive.
Application forms and further particulars from Director of Educational Service, Hall Lane, Mill Hill, London, NW7 4PL. Tel: 01-346 1356, ext. 235. Ref: ADM/2913.
Closing date, two weeks from appearance of this advertisement. Contact W.H.E.W. 285 Finchley Road, N.W.3 for job description. (3333E) 650000

DEVON
COURTLANDS CENTRE
Kingsbridge, S. Devon
School journeys, Field Courses and Outdoor Pursuits. Coastal and Dartmoor, comfortable conference facilities. Good food. Licensed bar.
Free preview weekends. Dept. TES. Tel. (0548)531627. (3613A) 580000

DEVON
SKERN LODGE OUTDOOR CENTRES
Check our reputation against any 'Adventure' centre - North Devon and the rest of Britain.
Free Places: 1 Staff to 8 pupils.
Value: Our customers say it's worthy.
Small Groups: 1 instructor to 8 pupils or less.
Real Equipment. No sharing nor doubling up.
Qualified Staff: DES teachers RCU, RYA etc.
Wide Choice: Your own planned activity programme.
Back up: Excellent bed weather alternatives.
No Gimmicks: no "looks good on paper" activities.
Special Programmes: Field Studies - Handicapped - Advanced.
Self Catering, D. & E. etc.
Good accommodation. Run by our home too.
Home cooking: Lots to eat.
Home Comfort: Separate rooms for staff with own bar.
Personal service write to Martin and Christine Bellamy, Skern Lodge Centres, Diddywell, Ashprington, Devon EX39. Tel. (080 [illegible] 5999. (3257I) 650000

DEVON
River Dart Residential Centre requires one Long Term temporary instructor from February/November 1982. Possibility becoming permanent). Suitable for single person 25 years plus. Must have clean driving licence and National Qualifications essential.
ALSO summer employment May/Sept for instructors male or female, able to offer at least two of the following: climbing, caving, canoeing, camping, archery, orienteering, pointed sports.
Variety of courses - good food and accommodation.
Apply with full C.V. and photograph to River Dart Residential Centre, Ivybridge Park, Ashburton, Devon. (3253G) 650000

DORSET
Required as soon as possible, one single permanent instructor. Interested in working with young people of all ages in a positive way, activities undertaken are canoeing, rock climbing, expedition and camping. Must be over 25 years of age. Accommodation available with family at Sherborne at present £3,000.
Further details from Peter Cunningham, Ramsworthy, Poole, Dorset. (3350G) 650000

EMSWORTH SAILING CENTRE
Educational Sailing Holidays for Schools. Weekly from Easter to end of August. Now for the school Spring "Camp and Sail".
Fully supervised holiday incorporating Dayskipper Theory, sailing, instruction to Proficiency Certificate standard AND Camping/Orienteering at Harbourside farms.
For full details please contact Emsworth Sailing Centre/School at: 59 Bath Road, Emsworth, Hants. Phone 09243 3745. (3713S) 650000

U.S.A.
OUTDOOR PURSUITS TEACHING - USA
BUNACAMP is looking for hundreds of enthusiastic outdoor specialists, age 19 - 30, to work at American childrens' summer camps for 9 weeks. An unbelievably rewarding weeks from June. Free flight, board, lodging + $800 salary, plenty holiday at end.
Write Tim Edwards, BUNACAMP, 59 Earlham St, London WC2A 9QT. Tel: 01-836 9451 (NOT ESPECIALLY MANNED). (3333E) 650000

MINERVA Outdoor Ventures, ex-
perts in Outdoor education for the young, invite you to join a new school party to our farmhouse Centre in the Brecon Beacons in South Wales. We specialise in Adventure Weeks and Field Study courses, individually designed to suit your own special requirements. Activities include trekking, climbing, caving and much more in small groups and absolute safety. We are very experienced, and pride ourselves on our caring approach. Minerva, The Old Farmhouse, Tir Ifor, Llangynidr, Crickhowell, Powys. LL1S 2EU. Tel: (0874) 730372. (3333E) 700000

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Christmas Easter Summer
One week residential courses in Bath and Portsmouth (3 to 6 tutors).
From £50 p.w.
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LONDON
INNER LONDON EDUCATION AUTHORITY
INTERNATIONAL HOUSE
Ashby Gardens, Campden Hill Road, London W8 7AT
Tel: 01-727 5631
Ext. 4408
HEADMASTER/MISTRESS
Required as soon as possible
Must be willing to work in the Centre from time to time with the work in a variety of subjects, small group teaching also available.
Details and forms from the Principal. (3311H) 700000

LONDON
Private School of English Centre, Kensington, requires teachers of EFL. All requirement degree plus RSA or equivalent. Telephone no. to Box No. 1145 4267 The Times WC1X 8EZ. (3314A) 700000

LONDON
STATION SCHOOL OF ENGLISH requires one qualified EFL teacher for its school in Lisbon commencing April. Excellent salary and conditions.
Apply to Station School, 28 Hereford Road, London W2 5AH with curriculum vitae and copies of university and TEFL qualifications. (3305A) 700000

WALES
OCEAN SAILING FOR SCHOOLS
40ft Ocean Cruising Sloop based Snowdonia
One week cruising with training & living aboard only £90 + VAT) per person all inclusive.
April to October. Minimum of group 10.
Snowdonia School of Adventure (TES), Barmouth, Gwynedd LL42 1DR. Tel: 0341 280 [illegible] (3964S) 650000

WALES
RHOS-Y-GWALIAU OUTDOOR EDUCATION CENTRE
Bala, North Wales
The Directors of the Rhos-y-Gwaliau Trust Ltd. are invited to receive applications from qualified teachers for employment at the above centre in Mountaineering, Sailing or Canoeing, with qualifications essential.
Salary: Burnham
Further particulars and application forms available from Mr Wood-Griffiths, Hall Farm, Wood-Griffiths, Hall Farm, Whitchurch Hill, Reading Close date 25 years plus. Clean driving licence and National Qualifications essential.
ALSO summer employment May/Sept for instructors male or female, able to offer at least two of the following: climbing, caving, canoeing, camping, archery, orienteering, pointed sports.
Variety of courses - good food and accommodation.
Apply with full C.V. and photograph to River Dart Residential Centre, Ivybridge Park, Ashburton, Devon. (3253G) 650000

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Write Tim Edwards, BUNACAMP, 59 Earlham St, London WC2A 9QT. Tel: 01-836 9451 (NOT ESPECIALLY MANNED). (3333E) 650000

English as a Foreign Language

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EMBASSY STUDY TOURS LTD., is an expanding UK incoming study tour operator running EFL Centres in UK and Ireland (including the well-known Canterbury School of English, Hastings) and specialised study activity Travel Programmes. It requires:-
Director of Operations and programmes - £7,000 - £8,000 p.a. A first-class Administrator who knows the EFL field. He manages all existing operations and sets up and manages new Centres and Programmes to meet and create demand.
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Send letter of application and full c.v. to: Nick Hollinton M.A. Managing Director, Embassy Study Tours Ltd., 14/16 [illegible] Norman Road, St. Leonards-on-Sea, East Sussex TN37 6NH. (3321G) 700000

1) LONDON STUDY CENTRE requires EFL Teachers for new school in Portugal. Min. degree qualification, RSA cert TEFL preferred. Telephone The Principal 01-[illegible] (3344G)
2) The Times Gazette requires Distribution Manager, experience of both UK and Marketing preferred. Telephone The Editor 01-481 4868. (3334A) 700000

Appointments Wanted

Specialist Biologist with Teaching experience seeks appointment mid spring term. Salary rate £6,500 + London Allowance. Apply Box [illegible] Carey's Agency, 96 Kilburn Pk. Rd. Applications from [illegible] Tel: [illegible] 5237001. (3332G) 700000

Education Course

MANCHESTER
[illegible] TEACHING
Two [illegible] courses in a modern method of teaching English to [illegible] other languages. Tuesday mornings at the Manchester Polytechnic. Enclosing a large, stamped, addressed envelope. (3367AB) 760000

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teachers of mathematics in secondary schools - 15 and 16. New motivating materials. Assessment and evaluation. Starting Jan. 31st. Information from Course Secretary, Inner London Education Centre, Long Lane, Manchester M14 5PX. (3341A) 760000

SPECIFIC LANGUAGE DISABILITY/DYSLEXIA
Course for teachers to be held at the Ulva Hall, Oban on Tuesday, 9th February 1982.
For further information contact Helen Arkell Dyslexia Centre, 14 Pendarves Road, London SW20 8HB. Tel: 01 [illegible] 9851. (3337G)

Awards and Scholarships

OXFORDSHIRE
ST. CLARE'S HALL
International, Independent College of Further Education for 500 students: 50% British
Applications are invited for the following scholarships, open to boys and girls, for the sixth form course based on the International Baccalaureate, starting September 1982. (The I.B. Diploma is a unique specialisation requirements of all British and European universities.)
THE CATHERINE PARKENHAM SCHOLARSHIP (Full Tuition Fees).
THE ANNE de WAELE SCHOLARSHIP (For Half Fees).
TWO OPEN SCHOLARSHIPS (For Full Residential Fees).
The awards may be divided, if appropriate.
Awards will be made on the basis of the school record and performance in a written test and interview to be held at St. Clare's Hall on Saturday 27 February 1982.
The limited number of College bursaries may be available for candidates who do not quite reach scholarship standard.
Further details prospectus and application forms may be obtained from The College Secretary, St. Clare's Hall, 139 Banbury Road, Oxford OX2 7AL. Tel: (0865) 52081.
Prospective students and their parents who would like to make a preliminary visit are invited to contact the college.
The closing date for entries will be Saturday 13th February 1982. (3311I) 750000

Personal Announcements

100% MORTGAGES Top-ups, remortgage immediately available. Northern Counties Insurance Agency, Freepost, Penrith, Cumbria. Tel: (0768) 2311 (24 hour service). (3604) 800000

Times Educational Supplement (1315-1573). Portfolios. £480. 0498-31195. (3385D) 800000

SCHOOL LIAISON

We are looking for experienced Teachers in their late 20's or early 30's to liaise between Head Teachers and ourselves. Help the Aged, the leading international charity.

Your role would be to arrange the presentation of information programmes for our Youth Campaign Organisers to follow-up at a later date. The programmes promote a social awareness of the needs of the elderly, both at home and overseas, and are followed by the invitation to the children to make a positive contribution to these needs by participating in our specially designed fund-raising events.

The work offers considerable job satisfaction and calls for an energetic and mature approach. There is a progressive salary plus car or car allowance.

Training courses are scheduled for January/February 1982, but you need to apply now.

Please ring or write with full details to: Carol Bates or Colin Mitchell, Personnel Department, Help the Aged, 139 Oxford Street, London W1A 4UB. Tel: 01-437 0765/6398.

ARAMCO
English
as a Foreign Language
£12,200-£13,700 plus £3,000 overseas allowance
Saudi Arabia

Our client, the Arabian American Oil Company (ARAMCO), is the largest oil and gas producing company in the world.

As a result of continuing expansion an additional requirement for male E.F.L. Teachers has developed. Successful candidates will teach Saudi Arab employees in Industrial Training Centres.

Our client seeks candidates with four years teaching experience. Preference will be given to those who have received formal training in the methodology of teaching foreign languages.

The benefits are excellent and include an indefinite term employment agreement for job security, subsidised food and accommodation, annual leave with return air fare, sports and recreational facilities and an overseas allowance currently standing at £3,000 p.a. There is a possibility of married status after one year for married candidates on bachelor status.

For further details and an application form telephone or write (quoting ref: 8800) to: Fiona Beckton, ARA International, 11-12 Hanover Street, London W1R 0HF. Tel: 01-491 8012/8013 (reversing charges if you wish).

ARA International

EDUCATIONAL COURSES
continued

T.E.F.L. COURSES
Linguarama Ltd. will be holding two courses in the Teaching of English as a Foreign Language at Ealing College, Harlesden, London, NW10 starting on Sunday, 28th March and finishing on Friday, 2nd April, 1982, respectively.
The courses are residents and candidates should possess a University Degree or a Teaching Certificate (or similar qualification).
The course will be conducted by Direct Method experts. The cost will be £185 + VAT which includes instruction, teaching manuals, private room all meals as well as the use of the recreational facilities.
Similar courses to those at the University of Kent will be held at Linguarama's centres in Birmingham and near Winchester during the half-term holiday (23rd February).
For further information please write to Linguarama Ltd., 1 Eaton Gate, Belgravia, London SW1W 9BJ. Telephone 01-[illegible] 3678. (3340A) 760000

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tion? Practice) guidance on all aspects - writing your c.v., curriculum vitae (with sample c.v.); application forms and letters; interview preparation (including likely questions); Penn chequered value £5.75 to SCRIBERS. Dept. No. TES 4184 The Times WC1X 8EZ. (3613S) 800000

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mortgages, secured and unsecured loans for teachers - Alderin Hassock Ltd., Incorporated Mortgage Brokers, Freepost, London, SW8 1BR. Tel: 01-[illegible] 0545 (24 hour answering). (00176) 800000

SPEND NEXT SUMMER IN AMERICA ALL EXPENSES PAID. Camp American offers students, nurses and teachers over 18 a job for 8 weeks in an American camp. Must be fond of teaching sports, arts and crafts, have driving licence. Free board, pocket money, visa and 2 weeks free time. Write now to Camp America, Dept. TES, 37 Queen's Gate, London SW7, or call 01-589 3223/4. (3301I) 800000

ST. ALBANS HIGH SCHOOL FOR GIRLS The Governors have appointed Miss Elizabeth M. Lucey, who has been Headmistress since 1980, on her retirement Head of History at King Alfric, Vi High School for Girls, Birmingham, will take up her post on January 1st, 1983. (3322Y) 800000

T-SHIRT and S.S. printed for your school/club. Club Details from the largest T-printer Co., River Road, Littlehampton. West Sussex, BN17 5DG. Telephone 09064 7288. (3340G) 800000

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as live-in member of crew on 80ft. Ketch. Outgoing personality to teach Nicholas and Miranda aged 5 & 9. Full qualified, preferably with practical experience with this age group.

Write stating details of experience and day time telephone number to - Gay Waterman, Sheerwater, Mains, Fair Isle, Shetland. ZE2 9JU. Or Phone Midda. TWI7 8NJ. (3332I) 800000

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ASANDON your mortgage search
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Activity holidays in the Welsh Border Country.
Suitable for all age ranges. Programmes individually prepared. Qualified staff, central heating, drying room facilities.
Choose from canoeing, climbing, orienteering, archery, pony trekking and hill walking. One free staff place per ten pupils.
For further information contact Sylvia Groves, at Squilver Activity Holidays, Rattlebrook, Shrewsbury, Shropshire, SY5 6LN. Linley 347. (3612A) 800000

SWANAGE, on the Dorset Coast.
in the ideal school party base. Sleeps up to 14. Accommodation is 3 ensuite bedrooms. Ideal location for environmental and language studies in the heart of "Thomas" area of Dorset. Introductions available with local schools, particularly farmer, potter and harbour - why not write to us for more information? Personnel Dept., PGL Young Adventure Ltd, 844 Station Street, Rosehill, Burton-on-Trent, Staffordshire, DE13 9AN. Tel: (0283) 5032. (3617T) 800000

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Offers full board accommodation in beautiful setting. Ideal families, individuals, groups. Explore caves, castles, forests, walk the mountains or drive to coast. Andorra, Spain.
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Old farmhouse, 26km Bergerac, sleeps up to 14. Accommodation 3 ensuite bedrooms. Ideal location for environmental and language studies in the heart of "Thomas" area of Aquitaine. Introductions available with local schools, particularly farmer, potter and harbour - why not write to us for more information? Personnel Dept., PGL Young Adventure Ltd, 844 Station Street, Rosehill, Burton-on-Trent, Staffordshire, DE13 9AN. Tel: (0283) 5032. (3617T) 800000

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